



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 7

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2022

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

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) will subsequently follow as from 2023-2025.

The reviewed Grade seven curriculum designs build on competencies attained by learners with Hearing Impairment at the end of the Primary School cycle. Further, they provide opportunities for learners with Hearing Impairment to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

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

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,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior School (JS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on Nurturing every Learner's potential.

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

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade seven and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

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 7 curriculum designs for learners with Hearing Impairment 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 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 7 and preparation of learners with Hearing Impairment for Grade 8.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT JUNIOR SCHOOL	ix
LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL	x
ESSENCE STATEMENT	xi
SUBJECT GENERAL LEARNING OUTCOMES	xii
GUIDELINES ON THE STUDY OF CLASS READERS IN JUNIOR SCHOOL	xii
SUMMARY OF STRANDS AND SUBSTRANDS	xiii
THEME 1.0: PERSONAL RESPONSIBILITY	1
THEME 2.0: SCIENCE AND HEALTH EDUCATION	11
THEME 3.0: HYGIENE	21
THEME 4.0: LEADERSHIP	31
THEME 5.0: FAMILY	41
THEME 6.0: DRUG AND SUBSTANCE ABUSE	51
THEME 7.0: NATURAL RESOURCES – FORESTS	61
THEME 8.0: TRAVEL	73
THEME 9.0: HEROES AND HEROINES - KENYA	83
THEME 10.0: MUSIC	94
THEME 11.0: PROFESSIONS	104
THEME 12.0: TRADITIONAL FASHION	114
THEME 13.0: LAND TRAVEL	123

THEME 14.0: SPORTS - OUTDOOR GAMES	133
THEME 15.0: TOURIST ATTRACTION SITES - KENYA	144
GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY	163
APPENDIX 1: SUGGESTED ASSESSMENT METHODS	167
APPENDIX 2 SUGGESTED LEARNING RESOURCES	168
APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES.....	169

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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 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 modernisation. Education should assist our youth in adapting to this change.
 - b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs 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 recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses 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 personalities. 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 grow 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 that provides equal educational opportunities. 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 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 in this international community with all the obligations, 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 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.

LESSON ALLOCATION AT JUNIOR SCHOOL

S/ No.	Learning Area	No. of Lesson
1	English for Learners with Hearing Impairment	5
2	Kiswahili for Learners with Hearing Impairment /Kenyan Sign Language	4
3	Mathematics for Learners with Hearing Impairment	5
4	Religious Education	4
5	Integrated Science for Learners with Hearing Impairment	5
6	Agriculture for Learners with Hearing Impairment	4
7	Social Studies for Learners with Hearing Impairment	4
8	Creative Arts and Sports for Learners with Hearing Impairment	5
9	Pre- technical Studies for Learners with Hearing Impairment	4
10.	Pastoral/ Religious Instruction Programme	1
	Total	41

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, and 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 co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the Junior School level will expose learners to both knowledge and use of the English language and literary appreciation. It will build on the competencies acquired at the upper primary school level in Observing and Articulating signs, Reading, Writing, and Grammar in Use.

By the end of the Junior school level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners with Hearing Impairment will be provided with appropriate varied experiences in Observing and Articulating signs, sign reading, writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom.

The English subject will lay a firm foundation for the learners' efficient and effective use of the English language as a tool for communication and the medium of instruction at Senior School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways. This will ensure that learners who are Deaf or Hard of Hearing can access opportunities for academic and professional advancement.

Further, to aid in the conceptualization of ideas in English, sign language vocabularies will be introduced at the start of each sub-strand, recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Observe and respond appropriately to relevant signed information in a variety of contexts,
2. Sign read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. Develop critical thinking skills for life,
4. Sign read and analyse literary material and relate them to real-life experiences,
5. Develop a lifelong interest in reading and sign reading a wide range of subjects,
6. Use grammatical forms to communicate appropriately in different settings,
7. Write texts legibly, creatively, and cohesively to empower them for life
8. Apply digital literacy skills to enhance proficiency in English,
9. Appreciate the role of English as a medium for creativity and talent development.

STRANDS

1. Observing and Articulating signs
2. Sign Reading
3. Grammar in Use
4. Writing

GUIDELINES ON THE STUDY OF CLASS READERS IN JUNIOR SCHOOL

Rationale for Class Readers in Junior School

The genre selected for study as a class reader for Grade 7 is the novella. The intended outcome is to:

- i. enhance a reading culture among learners which is extremely valuable in lifelong learning;
- ii. prepare learners for the study of Literature in English in the Social Sciences pathway in Senior School;
- iii. expose learners to simple literary aspects useful in their day-to-day interactions taking cognizance of the fact that some will not pursue Literature in English at Senior School.

Teaching of Class Readers in Junior School

The learner at Junior School level:

Will be guided to read a variety of class readers to expose them to the diverse concepts and skills in the design.

This will form a backdrop on which aspects such as speaking, listening, reading, writing and grammar in use are brought to the fore;

is expected to adequately interact with varied readers for familiarisation with basic aspects of literary appreciation and enjoyment as well as enhance a reading culture

- iii. should not be exposed to in-depth literary analysis.

It is important to note that only books approved by KICD and recommended for the level should be used as class readers.

Assessment of Class Readers

As envisaged in the design, formative and summative assessment of readers should not be pegged to specific class readers. This is because readers are NOT set texts or set books as they are commonly referred to. Assessment tasks should be general in nature targeting concepts and skills spelt out in the curriculum design. Additionally, assessment should be prepared and conducted in such a manner that it will accord all learners a level playing field irrespective of the class reader they have studied.

SUMMARY OF STRANDS AND SUBSTRANDS

STRAND	SUB STRAND	No. of Lessons
Listening and Speaking(Observing and Articulating Signs)	1.1.1 Oral or signing skills –polite language 2.1.1 Signed or Oral presentations-oral narratives 3.1.1 Listening or observing for Main Idea 4.1.1 Selective listening or observation 5.1.1 Letter Sounds and word stress 6.1.1 Conversational skills 7.1.1 Listening or observing for details 8.1.1 Explanatory Narratives 9.1.1 Consonant and vowel sounds 10.1.1 Delivering speeches 11.1.1 Interviews 12.1.1 Views and Opinions 13.1.1 Extensive Listening or observation 14.1.1 Letter Sounds and Intonation 15.1.1 Events within the classroom	30 Lessons

<p>Reading 1</p>	<p>Reading 1</p> <p>1.2.1 Independent reading</p> <p>2.2.1 Simple poems</p> <p>3.2.1 Information and meaning</p> <p>4.2.1 Intensive reading</p> <p>5.2.1 Synonyms and antonyms</p> <p>6.2.1 Sign Reading fluency</p> <p>7.2.1 Independent sign reading-Visuals</p> <p>8.2.1 Main idea from supporting details</p> <p>9.2.1 Grade appropriate fiction materials</p> <p>10.2.1 Study skills –note making</p> <p>11.2.1 Non-fiction materials</p> <p>12.2.1 Reading comprehension</p> <p>13.2.1 Comprehension strategies</p> <p>14.2.1 Study skills –summary</p> <p>15.2.1 Sign Reading Fluency</p>	<p>60 Lessons</p>
-------------------------	---	-------------------

	<p>Reading 2</p> <p>1.4.1 Intensive sign reading-trickster narrative</p> <p>2.4.1 Class reader –Previewing a text</p> <p>3.4.1 Reading poetry</p> <p>4.4.1 Class reader –Main characters</p> <p>5.4.1 Intensive sign reading –Signed Oral narratives</p> <p>6.4.1 Oral literature -songs</p> <p>7.4.1 Class reader -Characters</p> <p>8.4.1 Intensive reading-Poetry</p> <p>9.4.1 Class reader-sequence of events</p> <p>10.4.1 Character traits-Monster Narratives</p> <p>11.4.1 Intensive Sign reading-Dilemma Narratives</p> <p>12.4.1 Reading for Main idea</p> <p>13.4.1 Praise songs-Purpose and occasion</p> <p>14.4.1 Features of style-Identification and use</p> <p>15.4.1 Poetry</p>	
Grammar	<p>1.3.1 Word classes -Nouns ,</p> <p>2.3.1 Word classes- Nouns</p> <p>3.3.1 Verbs and tense-regular and irregular verbs</p> <p>4.3.1 Verbs and tense-simple present and past</p> <p>5.3.1 Comparative and superlative adjectives</p> <p>6.3.1 Adverbs</p> <p>7.3.1 Personal and possessive Pronouns</p> <p>8.3.1 Simple prepositions</p> <p>9.3.1 Conjunctions</p> <p>10.3.1 Determiners</p> <p>11.3.1 Formation of Adjectives</p>	30 Lessons

	12.3.1 Phrasal verbs 13.3.1 Simple sentences 14.3.1 Subject verb agreement 15.3.1 Affirmative and Negative Sentences	
Writing	1.5.1 Handwriting –Legibility 2.5.1 Punctuation marks 3.5.1 Narrative paragraphs 4.5.1 Paragraphing using examples 5.5.1 Friendly letter 6.5.1 Commonly misspelt words 7.5.1 The writing process-Narrative composition 8.5.1 Composition-Self assessment 9.5.1 Narrative Composition 10.5.1 Packing and Shopping lists 11.5.1 Spelling Antonyms ,Synonyms and Numbers 12.5.1 Writing process-Dialogues 13.5.1 Narrative Composition 14.5.1 Descriptive writing 15.5.1 Functional Writing –Notices, Posters	30 Lessons
Total		150 Lessons

Note: The suggested number of lessons per sub strand may be less or more depending on the context

THEME 1.0: PERSONAL RESPONSIBILITY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>1.1.1 Conversational Skills: Polite Language (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of words used in polite expressions in the introduction of self and others,</p> <p>b) use polite expressions in the introduction of self and others in different speaking and signing contexts,</p> <p>c) model respectful behaviour during introductions.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to make a list of necessary details about people that one needs to know for effective introduction. ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of polite expressions used in the introduction of self and others. ● In pairs, learners are guided to fingerspell and sign vocabulary related to polite expressions used in the introduction of self and others. ● In pairs, learners are guided to brainstorm on different types of introductions. ● In pairs, learners are guided to list and sign polite expressions that can be used during the introduction. ● In pairs, learners are guided to match polite expressions to corresponding types of introductions. ● In groups, learners are guided to discuss as they sign, reasons for using polite language in introductions. <p>(Ensure the seating arrangement supports equal access to signed information)</p>	<ol style="list-style-type: none"> 1. How would you introduce your parents or guardians to your teachers? 2. Why is it important to be polite while introducing yourself or others?

			<ul style="list-style-type: none"> ● In groups, learners are guided to use games such as ‘catch the ball’, for the introduction of others. ● In groups, learners are guided to role-play different contexts of self-introduction with peers. ● In groups, learners are guided to review a captioned audio-visual or signed video recording of formal and informal introductions. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication: Learner observes keenly as they review a captioned audio-visual or signed video recording of formal and informal introductions. ● Collaboration: Learner articulates signs clearly, as they discuss reasons for using polite language in introductions. ● Digital Literacy: Learner uses digital technology to review audio or visual recording of formal and informal introductions. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Peace education: learners demonstrate peace education as they role-play different contexts of self-introduction. ● Effective communication: Learners demonstrate effective communication as they use polite language during introductions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learner demonstrates positive regard for self and others as they role-play different contexts of self-introduction with peers. 				
<p>Link to other Subjects: Learners are able to use the concept of polite language while working with peers in various subjects such as Religious Education.</p>				
<p>Suggested Learning Resources Captioned audio visual clip, Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Adapted Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.2 Sign Reading</p>	<p>1.2.1 Extensive Sign Reading: Independent Sign Reading</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>(a) recognise signs of vocabulary related to theme,</p> <p>(b) identify a variety of texts for independent sign reading,</p> <p>(c) read as they sign selected materials for information and enjoyment,</p> <p>(d) appreciate the value of independent reading in lifelong learning.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to personal responsibility. ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to personal responsibility. ● In pairs, learners are guided to think-pair-share on the factors to consider when selecting reading material. ● In pairs, learners are guided to select appropriate reading materials related to personal responsibility. ● In pairs, learners are guided to set and share reading goals for the session. ● Individually, learner is guided to sign read selected print and non-print materials independently. ● Individually, learner is guided to observe good reading habits. ● Individually, learner is guided to keep a portfolio or a journal of their experiences during the sign reading session. ● In groups, learners are guided to conduct peer review of the portfolios and journals kept. 	<ol style="list-style-type: none"> 1. How do you select reading materials? 2. How can you ensure that you benefit from a sign reading session?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: Learner develops interpretation and inference skills as they search, collect, process, and use information from selected texts.
- Self-efficacy: Learner develops self-awareness and planning skills as they keep a portfolio or a journal of their experiences during the reading session.

Pertinent and Contemporary Issues (PCIs):

- Effective Communication: is enhanced as learner shares his or her experiences during the think-pair-share activity.

Values:

- Respect: Learner displays positive regard for self and others while observing good reading habits.
- Responsibility: Learner displays accountability as they conduct peer review of the portfolios and journals kept.

Link to other Subjects:

Learner uses the concept of independent reading in many subjects such as Agriculture and Nutrition

Suggested Learning Resources

Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	.Suggested Key Inquiry Question(s)
<p>1.3 Grammar In Use</p>	<p>1.3.1 Word Classes: Nouns</p> <p>(2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify signs of the different types of nouns from a print or digital text,</p> <p>b) use different types of nouns in sentences,</p> <p>c) appreciate the role of correct use of nouns in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or signed video clip with examples of nouns. ● In pairs, learners are guided to identify, fingerspell and sign different types of nouns. ● In pairs, learners are guided to sign read a print or non-print text. ● In pairs, learners are guided to identify, fingerspell and sign common, proper, concrete, and abstract nouns. ● In groups, learners are guided to search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups. ● In purposive groups, learners are guided to listen to or observe a sign read poem or a story and categorise the nouns used. ● In pairs, learners are guided to fingerspell, sign and mention examples of common, proper, concrete and abstract nouns in the classroom and school. ● Individually, learner is guided to construct sentences using common, proper, concrete, and abstract nouns. ● In pairs, learners are guided to complete substitution tables with the different types of nouns. 	<ol style="list-style-type: none"> 1. Why is it important to identify items by name? 2. Why is knowledge of the use of capital letters useful?

			<ul style="list-style-type: none"> ● In groups, learners are guided to engage in language games such as scrabble, puzzles, code words, and guessing games. ● In groups, learners are guided to write and display stories, songs, or poems featuring the different types of nouns. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learner displays the skill of working collaboratively while engaging in language games such as scrabble, puzzles, code words, and guessing games on nouns in groups. ● Digital literacy: Learner displays the skill of digital citizenship as they watch a signed demonstration or signed video clip with examples of nouns. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Digital Citizenship and Cyber wellness: Learner displays the skill of interacting with digital technology as they use digital devices while watching a signed demonstration or signed video clip with examples of nouns. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learner displays cooperation as learners work in pairs to complete substitution tables with the different types of nouns. ● Patriotism: Learner displays loyalty as they identify with their locality when talking about people, places, and institutions in their community. 				
<p>Link to other subjects:</p> <p>The learner uses the concept of nouns in learning other languages such as Kiswahili.</p>				
<p>Suggested Learning Resources</p> <p>Scrabble, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Adapted Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Sign Reading	1.4.1 Intensive Sign Reading: Trickster Narratives (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) articulate signs of vocabulary related to trickster narratives for effective communication,</p> <p>b) identify the main events in trickster narratives,</p> <p>c) analyse the characters in narratives</p> <p>d) appreciate the importance of trickster narratives in the inculcation of values.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch signed or captioned trickster stories. ● In pairs, learners are guided to identify and articulate signs of vocabulary utilised in the trickster stories. ● In pairs, learners are guided to engage in pre-reading activities such as previewing the title of the narrative, using the picture clues, and brainstorming. ● Individually, learner is guided to recount the events in the signed trickster narrative and highlight the trick in the narrative. ● In groups, learners are guided to discuss the various character traits displayed by the characters sign read. (Ensure the seating arrangement supports equal access to signed information). ● In groups, learners are guided to discuss the moral lessons of the narrative.(Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to retell a signed trickster narrative. ● In pairs, learners are guided to relate characters and events in the trickster narrative to real-life situations. ● In groups, learners are guided to explore and share with group members how personal 	<p>1. Why are trickster narratives important?</p>

			responsibility can be derived from the narrative’s moral lessons.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learners displays the skill of making observations as they strive to understand tasks that allow forming mental images, for example, retelling a trickster narrative in small groups. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Creative thinking: is enhanced as the learner retells signed trickster narratives. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is enhanced as learner relates the moral lessons in the trickster narrative to real-life situations. 				
<p>Link to other Subjects: The learner is able to relate the concept of moral lessons to other learning areas such as Social Studies.</p>				
<p>Suggested Learning Resources Trickster narratives, Adapted course book, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.5. Writing</p>	<p>1.5.1 Handwriting: Legibility and Neatness</p> <p>(1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of terms related to legibility and neatness for efficient writing,</p> <p>b) describe features of legible and neat handwriting for efficient writing,</p> <p>c) write texts legibly and neatly,</p> <p>d) acknowledge the importance of writing neatly and legibly.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed or captioned audio-visual clip or watch a signed demonstration on the importance of developing legible and neat handwriting. ● In groups, learners are guided to isolate, fingerspell and sign terms related to legibility and neatness for efficient writing. ● In pairs, learners are guided to study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts. ● In groups, learners are guided to discuss the features of legible and neat handwriting, including shaping letters, joining and spacing letters and words. (Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to practise handwriting games such as blind writing, speed writing, and letter stations. ● In pairs, learners are guided to suggest ways of correcting bad 	<ol style="list-style-type: none"> 1. Why should we learn to write legibly and clearly? 2. How can you make your handwriting presentable?

			<p>handwriting habits such as joining letters and words inappropriately.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to copy given texts on the theme of personal responsibility on charts and display for peer evaluation and correction. ● Individually, learners are guided to write short paragraphs legibly and neatly, and share them with peers for peer review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learner develops the skill of working collaboratively with peers when reviewing the paragraphs written legibly and neatly. ● Creativity and Imagination: Learners develop the skill of asking questions as they work with peers to write short paragraphs legibly and neatly. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: is developed as the learner improves the ability to pass on written messages clearly. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is achieved as learners provide feedback to peers respectfully and positively. ● Social justice: is enhanced as learners review each other's written work. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● The learner relates the concept of legible and neat handwriting to their learning in all other learning areas. 				
<p>Suggested Learning Resources</p> <p>A written sample of a good handwriting, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

THEME 2.0: SCIENCE AND HEALTH EDUCATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>2.1.1 Signed Oral Presentations: Signed Oral Narratives</p> <p>(1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline the oral narrative performance techniques for effective delivery,</p> <p>b) use oral narrative techniques during the signed performance,</p> <p>c) appreciate the importance of performance techniques in the successful delivery of signed oral material.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch live or recorded performances of oral narratives as a class [supported by sign language interpretation or a video clip with closed captions]. ● In pairs, learners are guided to search online or offline for information on performance techniques and make presentations to peers. ● In pairs, learners are guided to sign or fingerspell the performance techniques identified. ● In groups, learners are guided to discuss the oral or signing performance techniques in groups. (Ensure the seating arrangement supports equal access to signed information). ● In groups, learners are guided to perform oral or signed narratives while peers watch, record, and then give feedback. 	<p>How can you become a good storyteller?</p>

			<ul style="list-style-type: none"> ● In purposive groups, learners are guided to compose oral or signed narratives in groups and suggest the most suitable ways of performing them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learner develops the skill of asking questions as learner undertakes tasks such as creating and retelling narratives, which require remembering scenarios ● Communication and Collaboration : Learners develops the skill of teamwork as they discuss the oral or signing performance techniques in groups. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Environmental conservation: is enhanced as learners perform narratives on the need to take care of the environment. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: is achieved as learners compose and perform narratives on national values. ● Responsibility: is developed as learners search online or offline for information on performance techniques from relevant sites. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skill of making presentations to their learning in all other learning areas</p>				
<p>Suggested Learning Resources</p> <p>Pre- recorded signed oral presentations or oral presentations with closed captions, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Sign Reading	2.2.1 Intensive sign reading: Simple poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) articulate signs of vocabulary related to the theme for effective communication, b) distinguish between poems and other literary genres, c) recite a variety of simple poems for enjoyment , d) collaborate in poetry recitation for enjoyment and learning.	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration, a signed audio-visual clip or an audio visual clip with closed captions clip-on health issues such as HIV and AIDS. ● In groups, learners are guided to isolate, fingerspell and sign terms related to health issues such as HIV and AIDS. ● Learner who is Hard of Hearing is guided to listen, observe and respond to live or recorded poetry recitation [supported by sign language interpretation] ● Learner who is Deaf is guided to observe and respond to live or recorded poetry recitation [supported by sign language interpretation]. ● In groups, learners are guided to discuss what makes reading simple poems interesting. (Ensure the seating arrangement supports equal access to signed information). ● In groups, learners are guided to search on an offline for the differences between poems and other literary genres and share with peers. ● Learner who is Hard of Hearing is guided to pick out poems from a variety of texts and read them out aloud as they sign read them. 	<ol style="list-style-type: none"> 1. How are poems different from stories? 2. Why would you use a poem instead of a story to pass a message?

			<ul style="list-style-type: none"> ● Learner who is Deaf is guided to pick out poems from a variety of texts and sign read them. ● In groups, learners recite poems that address science and health issues such as HIV and AIDS. ● In pairs, learners are guided to provide feedback to peers and seek help where necessary. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy : Learners develop the skill of effective communication as they present ideas with confidence and recite poems. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health education: is promoted as learners recite poems that address science and health issues such as HIV and AIDS. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: is enhanced as learners work with empathy in teams during the poetry recitation. ● Social justice: is developed as learners recite poems that promote fairness in society. 				
<p>Link to other Subjects</p> <p>The learner relates the skills of recitation to performance techniques in other learning areas such as Creative Arts.</p>				
<p>Suggested Learning Resources</p> <p>Poetry books, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.3 Grammar in Use</p>	<p>2.3.1 Word Classes: Nouns (2 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 of count, non-count, singular, and plural nouns from a variety of texts, use count, non-count, singular, and plural nouns in sentences, appreciate the importance of the correct use of nouns in communication. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a demonstration or signed video clip on the theme science and health education. ● In pairs, learners are guided to isolate, fingerspell and sign nouns related to the theme science and health education. ● In groups, learners are guided to search for examples of the count, non-count, singular, and plural nouns from the internet and post them on the classroom wall. ● In groups, learners are guided to listen as they observe a signed audio clip on the theme of science and health education, and pick out the target nouns. ● In pairs, learners are guided to pick out, fingerspell and sign count, non-count, singular, and plural nouns from newspapers and magazine articles. ● In pairs, learners are guided to identify objects in the classroom and categorise them as count or non-count nouns. ● Individually, learner is guided to change singular nouns to plural and vice versa. ● Individually, learner is guided to construct sentences using the specified types of nouns orally or through signing and in writing. 	<ol style="list-style-type: none"> Why are some things impossible to count? How can you group things that cannot be counted? Why should you specify the number of things you require to accomplish a task?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to complete crossword puzzles with the target nouns. ● In groups, learners are guided to create posters and poems using the learnt nouns, and post them on the classroom wall or share them using digital learning platforms. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop the skill of teamwork as they create posters and poems, and share them on the classroom wall. ● Self-efficacy: Learners develop the skill of negotiation as they pick out count, non-count, singular, and plural nouns from newspapers and magazine articles. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: is achieved as the learner uses nouns in varied texts correctly. ● Health Education: is promoted as the learner listens or observe to an audio text or captioned video on health issues. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is enhanced as learners work together to identify the different types of nouns in the classroom. ● Respect: is achieved as learners take turns to work in groups to create poems and posters. 				
<p>Link to other Subjects The learner relates the concept of count and non-count nouns to their learning of nouns in Kiswahili.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Sign Reading	2.4.1 Intensive sign Reading: Class Reader (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the different parts that aid in previewing a book, b) describe the author and the setting of the text in terms of time and place, c) underscore the value of reading for lifelong learning. 	<ul style="list-style-type: none"> ● In groups, learners are guided to study the cover page, sign read the blurb and highlight the outstanding features. ● In pairs, learners are guided to discuss the title of the class reader. (Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to research online for more information about the author and the location where the story is taking place. ● In pairs, learners are guided to make oral or signed presentations to the class on their findings from the research. ● In pairs, learners are guided to identify and sign words, images, and details that describe the setting in terms of place and time. ● Individually, learner are guided to design a graphic organiser such as a mind map and tree map to identify the setting. ● In pairs, learners are guided to create, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I learned (K-W-W-L) chart to visualise what has been learned. 	<ol style="list-style-type: none"> 1. Why should we not judge a book by its cover? 2. Why do we read storybooks?

			<ul style="list-style-type: none"> ● Individually, learners are guided to identify words that describe the author and sign them. ● Individually, learners are guided to make short notes on the setting and the author. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn : Learners develop the skill of organising their own learning as they build on their learning experiences through analysis of the setting and research on the author. ● Critical thinking: Learners develop research skills as they explore the links between different events through tasks like creating graphic organisers that cultivate high-order thinking skills. ● Problem-solving: Learners develop the skill of open mindedness and creativity as they conduct research online to obtain more information about the author and the setting of the story. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Creative thinking: is developed as learners create charts to summarise what they have learned. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is enhanced as the learner develops skills for working in harmony with others while participating in group and pair work. 				
<p>Link to other Subjects: The learner relates the skill of intensive sign reading to their reading of class readers in Kiswahili.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Adapted Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Writing	<p data-bbox="470 386 655 558">2.5.1 Mechanics of Writing: Punctuation Marks</p> <p data-bbox="470 639 611 669">(2 lessons)</p>	<p data-bbox="709 386 1125 448">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="709 456 1052 558">a) recognise the full stop, exclamation mark, and question mark in texts,</p> <p data-bbox="709 566 1115 669">b) use the full stop, exclamation mark, and question mark in sentences,</p> <p data-bbox="709 677 1098 779">c) acknowledge the importance of punctuating sentences accurately.</p>	<ul data-bbox="1157 386 1675 1360" style="list-style-type: none"> ● In pairs, learners are guided to read print or non-print text and identify the full stop, exclamation mark, and question mark. ● In pairs, learners are guided to punctuate a text using the target punctuation marks. ● Individually, learners are guided to write a short story or dialogue on the theme of science and health education using the full stop, exclamation mark, and question mark, where necessary. ● In groups, learners are guided to engage in online or offline punctuation games. ● In groups, learners are guided to draw and display posters or charts with punctuated sentences for peer review and revision. ● In purposive groups, learners are guided to role-play well-punctuated dialogues (oral or signed) and record themselves. ● In groups, learners are guided on the effectiveness of punctuation marks in expressing meaning. ● 	<p data-bbox="1717 386 1969 448">Why is it important to punctuate a text?</p>

Core Competencies to be developed:

- Digital literacy : Learners develop interacting with technology skills by using digital devices as they play online games and record dialogues.
- Self-efficacy :Learners develop self-awareness and planning skills as they pay attention to detail while role-playing and recording dialogues.

Pertinent and Contemporary Issues (PCIs)

- Effective communication: is exhibited through well-punctuated dialogues.
- Social skills: are enhanced as learners discuss the effectiveness of punctuation marks in **expressing meaning**.

Values:

- Unity: is achieved as learners give each other feedback on charts and posters featuring the use of punctuation marks.

Link to other Subjects

The learner relates the concept of proper punctuation to their learning in other learning areas such as Kiswahili and Kenyan Sign Language.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers,electronic and digital devices, encyclopaedia

THEME 3.0: HYGIENE				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Observing and Articulating signs (Listening and Sp	3.1.1 Observing for information and the main idea (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of terms related to the theme,</p> <p>b) identify the main idea from varied descriptive texts,</p> <p>c) pick out specific information from varied descriptive texts,</p> <p>d) acknowledge the importance of listening or observing skills in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on the theme hygiene. ● In pairs, learners are guided to identify, fingerspell and articulate signs of terms related to hygiene. ● Learner who is Hard of Hearing is guided to listen to audio recordings on hygiene and identify the main idea. ● Learner who is Deaf is guided to observe to a signed audio visual recording or an audio visual recording with closed captions on hygiene and identify the main idea. ● Learner who is Hard of Hearing is guided to listen for specific information audio-visual recording and take notes. ● Learner who is Deaf is guided to observe for specific information from a signed or captioned audio-visual recording and take notes. ● In pairs, learners are guided to search online and offline for expressions that signal the main ideas, such as; <ul style="list-style-type: none"> - this talk is about... 	Why is it important to get the main points from a signed oral text?

			<ul style="list-style-type: none"> - I will talk about... ● In groups, learners are guided to watch a signed or captioned video describing a process, a person, or an object and pick out specific information. ● In pairs, learners are guided to listen to and observe peers, sign read descriptive texts, and note the main ideas in turns. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learner develops the skill of signing as they fingerspell and articulate signs of terms related to hygiene. ● Digital literacy: Learner develops the skill of interacting with digital technology as they use digital devices to search online for expressions that signal the main idea and specific information. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Health education: personal hygiene is enhanced as learners observe, listen and respond to signed oral texts on hygiene. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is enhanced as learners appreciate diverse opinions of peers as they observe and sign read descriptive texts and note the main ideas, in turns. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skills of listening or observing for information to understanding in all learning areas.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.2 Sign Reading</p>	<p>3.2.1. Sign reading for information and meaning</p> <p>(1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) distinguish between sign reading for information and sign reading for meaning,</p> <p>c) pick out information from varied texts,</p> <p>d) infer the meaning of words and phrases from context,</p> <p>e) use new words and phrases in sentences,</p> <p>f) appreciate the importance of reading for information and meaning.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on the theme-hygiene. ● In pairs, learners are guided to identify, fingerspell and articulate signs of terms related to hygiene. ● In pairs, learners are guided to distinguish between reading for information and reading for meaning. ● In pairs, learners are guided to scan through a text and identify text features (such as title, subtitles). ● In pairs, learners are guided to sign the text features identified. ● In pairs, learners are guided to sign read texts on issues such as hygiene, safety, and security and organise the information by making notes. ● In groups, learners are guided to infer and share the meaning of words from context. ● In groups, learners are guided to construct sentences using new words and phrases. ● In pairs, learners are guided to fill in crossword puzzles using new words learned. 	<ol style="list-style-type: none"> 1. Why do we read texts? 2. How would you tell the meaning of a word in a passage?

Core Competencies to be developed:

- Communication and Collaboration: Learner develops the skill of teamwork as they infer and share the meaning of new words in groups.
- Self-efficacy: Learner develops the skill of effective communication as they construct sentences using new words and phrases.

Pertinent and Contemporary Issues (PCIs):

- Health and Safety: is enhanced as learners sign read texts on issues such as hygiene, safety, and security and organise the information by making notes.

Values:

- **Love** : is enhanced as learners respect each other's ideas as they work in groups.

Link to other Subjects

The learner is able to relate the skills used in sign reading for information and meaning to their learning in Creative Arts and Sports.

Suggested Learning Resources

Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar In Use	3.3.1 Word classes: Verbs and tense (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of regular and irregular verbs in signed sentences</p> <p>b) use regular and irregular verbs in constructing sentences using the past, present, and future tenses,</p> <p>c) appreciate the correct use of verbs and tenses for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for information on verbs and their tenses. ● In pairs, learners are guided to fingerspell and sign the identified verbs and their tenses. ● In pairs, learners are guided to listen to and observe texts sign read by the teacher on verbs and their tenses. ● In pairs, learners are guided to identify, fingerspell and sign verbs and their tenses. ● In pairs, learners are guided to identify and group verbs with similar endings from passages on the theme of hygiene. ● In pairs, learners are guided to identify the tenses of the verbs in sentences. ● In groups, learners are guided to construct sentences using verbs in the correct tenses. ● In groups, learners are guided to participate in a language game on tenses. ● In pairs, learners are guided to engage in signed conversations using verbs in various tenses. ● In pairs, learners are guided to review their peers' use of tense in spoken and signed sentences. 	<p>1. How did you spend your last holiday?</p>
Core Competencies to be developed:				

- Communication and collaboration: Learner develops the skill of observing as they engage in signed conversations in pairs using verbs in various tenses.
- Learning to learn: Learner develops the skill of working collaboratively as they work in groups to search online and offline for information on verbs and their tenses.

Pertinent and Contemporary Issues (PCIs)

- Effective communication: is enhanced as learners construct signed sentences in correct verbs and tenses.

Values:

- Unity: is inculcated as learners collaborate with peers as they work in groups.
- Responsibility: is enhanced as the learner cares for digital devices as they search online for information on verbs and their tenses.

Link to other Subjects

The learner is able to relate the skills used in understanding word classes, specifically verbs and tense, fostering clear and effective communication in Agriculture and Nutrition

Suggested Learning Resources

Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.4. Sign Reading</p>	<p>3.4.1 Intensive Sign Reading: Poetry (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of vocabulary related to the theme, b) explain the structure of poems, c) analyse the structure of varied simple poems, d) sign read short poems addressing varied societal issues, e) appreciate the poem’s structure in communicating a message.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip with poem on theme. ● In groups, learners are guided to identify, fingerspell and articulate sign vocabulary related to the theme. ● In pairs, learners are guided to source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety. ● In pairs, learners are guided to brainstorm on the parts of a poem. ● In pairs, learners are guided to sign the identified parts of a poem. ● In pairs, learners are guided to sign read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19. ● In pairs, learners are guided to analyse how poems are broken into stanzas and stanzas into lines. ● In groups, learners are guided to study varied poems and present their different structures in graphic organisers. ● In groups, learners are guided to compare the structures of different poems. ● In groups, learners are guided to relate the poem’s structure to the poem’s message. 	<ol style="list-style-type: none"> 1. How can one tell a text is a poem? 2. How can one sign read a poem?

Core Competencies to be developed

- Digital literacy: Learner develops the skill of connecting using technology as they use digital devices to search sources online for different poems and note the titles and the poets, while observing integrity and cyber safety.
- Citizenship: Learner develops the skill of ethical digital citizenship as they search online for appropriate and relevant content.

Pertinent and Contemporary Issues (PCIs)

- Health Education: is promoted as learners tackle poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19
- Cyber Safety: is enhanced as learners' source online or offline for poems while observing cyber safety

Values:

- Integrity: is achieved as learners utilise the digital resources prudently to source online or offline for poems.

Link to other subjects

The learner is able to relate the concept of intensive reading of poetry to their learning Creative arts and Religious Education

Suggested Learning Resources

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.5 Writing	3.5.1 Writing Narrative Paragraphs (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related the theme in narrative paragraphs,</p> <p>b) identify the parts of a narrative paragraph,</p> <p>c) compose a narrative paragraph with the appropriate structure,</p> <p>d) acknowledge the significance of paragraphing in written communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on the theme. ● In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to the theme. ● In groups, learners are guided to identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion. ● In groups, learners are guided to sign the identified parts of a well written paragraph. ● In groups, learners are guided to sign read samples of narrative paragraphs provided by the teacher and discuss the flow of ideas. (Ensure the seating arrangement supports equal access to signed information). ● Individually, learners are guided to write a paragraph using a digital device about issues such as hygiene, safety, and security. ● Individually, learners are guided to present the paragraphs in class for peer review. 	<p>Why do we write paragraphs?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner develop the skill of observing as they observe and identify similarities in paragraphs. 				

- Critical thinking and problem solving: Learner develops the skill of open mindedness and creativity as they compose a narrative paragraph.

Pertinent and Contemporary Issues (PCIs)

- Social cohesion: is enhanced as learners present the paragraphs in class for peer review.

Values:

- Respect: is promoted as learners give positive regard to peers' views during the review.

Link to other Subjects

The learner is able to relate the skills used in writing narrative paragraphs to enhance language proficiency and narrative comprehension in other learning areas

Suggested Learning Resources

A sample narrative, Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

THEME 4.0: LEADERSHIP				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 Observing and Articulating Signs (Listening and Speaking)	4.1.1 Observing signed Comprehension: Observing Selectively (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to theme for effective communication, b) distinguish between specific and general information from a listening text(HoH). c) distinguish between specific and general information from an observed signed text(Deaf), d) select specific information from a listening text(HoH), e) select specific information from an observed signed text(Deaf), f) listen, and respond to texts on leadership(HoH), 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on leadership and good governance. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to leadership and good governance. ● In groups, learners are guided to observe signed texts and classify them as specific or general. (Ensure the seating arrangement supports equal access to signed information) ● Learners who are Hard of Hearing are guided to search online for audio-visual recordings on leadership and attentively listen to the video clip for specific information. ● Learners who are Deaf are guided to search online for captioned audio-visual recordings on leadership and observe keenly for specific information. ● Learners who are Hard of Hearing are guided to listen to a role play and respond to oral questions. 	Why is it important to get the main points from an oral or signed text?

		<p>g) observe and respond to texts on leadership(Deaf),</p> <p>h) emphasise the value of listening or observation skills in communication,</p>	<ul style="list-style-type: none"> ● Learners who are Deaf are guided to observe a role play and respond to signed questions. ● Learners who Hard of Hearing are guided to listen to passage on leadership (good governance) and answer questions posed by the speaker. ● Learners who are Deaf are guided to observe a signed passage on leadership (good governance) and answer questions posed by the signer. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners develop the signing skills as they fingerspell and articulate signs of vocabulary related to leadership and good governance. ● Critical thinking: Learners develop active listening or observing skills as they critically listen to oral texts or observe a captioned video and select information. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance: is enhanced as learners listen to texts or observe captioned video on leadership. ● Effective communication: is achieved as learners listen or observe and respond to audio- visual texts. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is promoted as learners listen or observe to texts on good governance. ● Social justice: is enhanced as they listen to oral texts or observe captioned video on good leadership qualities. 				
<p>Link to other Subjects</p> <p>The learner is able to relate skill of listening and observing, to their learning in Kiswahili, KSL and other learning areas.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2. Sign Reading	4.2.1 Intensive Sign Reading (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme during sign reading, b) recognise the reading strategies, c) select main ideas and details from a variety of written texts, d) acknowledge the importance of reading for main ideas and details as a comprehension skill. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video related to gender roles in leadership and identify signs of vocabulary used. ● In pairs, learners are guided to practise signing and fingerspelling the vocabulary. ● In purposive pairs, learners are guided to search online and watch appropriate captioned audio-video clips on the selected reading strategies. ● In groups, learners are guided to observe examples of main ideas and details in texts from captioned audio-visual clips, or resource person and take notes. ● In pairs, learners are guided to read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other's work. ● In groups, learners are guided to share ideas on how they can use the selected reading strategies. 	<ol style="list-style-type: none"> 1. Why should one sign read for main ideas? 2. How can you improve your reading?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to fill in substitution tables with specific details from texts. ● Individually, learners are guided to complete a mind map with a focus on the main idea and details. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learners develop the skill of organising their own learning as they share what they have learnt while completing a mind map focusing on the main idea and details. ● Digital literacy : Learners develop interacting with digital skills as they manipulate digital devices while searching online and watching appropriate video clips on the selected reading strategies. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Gender roles: in leadership are enhanced as learners sign read and underline the main ideas and details in texts on issues such as gender roles in leadership. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is achieved as learners work together to complete the mind map. 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● The learner is able to relate the skills used in intensive reading to their learning of comprehension in Kiswahili or Kenya Sign Language 				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>4.3 Grammar</p>	<p>4.3.1 Word Classes: Verbs and Tense (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify tense markers for verbs in the simple present and simple past tense in a text,</p> <p>b) write sentences using the simple present tense,</p> <p>c) write sentences using the simple past tense,</p> <p>d) advocate appropriate use of tense in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe signed sentences [from video clips, resource persons] in the simple present tense and the simple past tense. ● In pairs, learners are guided to isolate the simple present tense and simple past tense markers from the signed sentences and practise signing them. ● In pairs, learners are guided to sign read sentences with simple present tense and simple past tense. ● Individually, learners are guided to underline verbs in simple present and simple past tense in a text. ● Individually, learners are guided to reflect on the formation of simple present and simple past tense forms of verbs. ● In groups, learners are guided to collaboratively construct and share sentences on a variety of issues, including leadership, using verbs in the appropriate tense. ● Individually, learners are guided to type the constructed sentences using a digital device. ● In pairs, learners are guided to search online or offline for verbs used in simple present and simple past tense from a variety of texts and use them to construct sentences. ● In pairs, learners are guided to sign sentences in present tense and critique each other. 	<p>Why is it necessary to indicate when an activity takes place?</p>

			<ul style="list-style-type: none"> ● Individually, learners are guided to complete sentences using the correct tense of the given verbs. ● In pairs, learners are guided to create and display charts showing words in their simple present and past tense. ● In groups, learners are guided to play language games using verbs in the present and past tense. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners develop the skill of organising their own learning by building on learning experiences while constructing grammatically correct sentences and using them in communication. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication: is enhanced as learners use the appropriate tense to discuss leadership. ● Good governance: is enhanced as learners construct sentences on leadership. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is enhanced as learners construct sentences on leadership practices. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the concept of word classes to their learning in Agriculture and Nutrition and every other learning area.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.4 Reading</p>	<p>4.4.1 Intensive Reading: Class Readers</p> <p>(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify signs of the main characters in a class reader,</p> <p>b) explain how the characters make the story flow,</p> <p>c) make predictions based on the title and the sections read,</p> <p>d) appreciate the role of characters in the class reader.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to sign read a section of a class reader, identify the main characters and fingerspell them. ● In pairs, learners are guided to assign harmonised sign names to the characters and practise articulating them. ● In groups, learners are guided to discuss predictions made from the title and the sections sign read. (Ensure the seating arrangement supports equal access to signed information). ● Individually, learners are guided to participate in a reader’s theatre and sign read portions of the class reader. ● In pairs, learners are guided to outline the things done by each character studied in the section and sign them. ● In groups, learners are guided to discuss how the characters make the story flow. (Ensure the seating arrangement supports equal access to signed information). ● Individually, learners are guided to write a summary about how the main characters make the story flow. 	<ol style="list-style-type: none"> 1. How can you tell the main character in a story? 2. Why are some stories usually more interesting than others?

Core Competencies to be developed:

- Learning to learn: Learners develop the skill of working collaboratively by sharing ideas on how the characters make the story flow.
- Critical thinking : Learners develop the skill of open mindedness and creativity to examine links while discussing predictions made from the title and the section read.

Pertinent and Contemporary Issues (PCIs)

- Critical thinking: is enhanced as learners discuss how characters contribute to the flow of the story.

Values:

- Responsibility: is enhanced as learners write a summary based on the main character.

Link to other Subjects

The learner is able to relate the skill of intensive sign reading to their learning in Kiswahili or Kenya Sign Language

Suggested Learning Resources

Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.5 Writing</p>	<p>4.5.1 Paragraphing: Using examples and incidents</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of vocabulary related to the theme,</p> <p>b) outline examples and incidents to include in a paragraph,</p> <p>c) create a well-developed paragraph using examples and incidents,</p> <p>d) appreciate the importance of well-written paragraphs in writing.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to observe signed narration on leadership from video clips or resource persons. ● In pairs, learners are guided to isolate and sign vocabulary related to leadership. ● In groups, learners are guided to identify examples and incidents and discuss their differences. Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to use print and non-print materials to search for examples and incidents in paragraphs on leadership and note them down. ● In pairs, learners are guided to share ideas on examples and incidents that can be included in a paragraph. ● In groups, learners are guided to develop a paragraph on leadership, using the ideas generated in their earlier discussion. ● In pairs, learners are guided to present their paragraphs in class for peer review. ● In pairs, learners are guided to use mind maps to generate examples and incidents for sample paragraphs. 	<ol style="list-style-type: none"> 1. How can you organise your ideas logically? 2. Why should we write coherently?

			<ul style="list-style-type: none"> Individually, learner is guided to compose a paragraph based on suggested examples and incidents. 	
<p>Core Competencies to be developed: Critical thinking and Problem Solving: Learner develops the skill of open mindedness and creativity as they create a paragraph on leadership.</p>				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Diversity: is developed as the learner collaborates with others to create a paragraph on leadership. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: is enhanced as learners respect each other while presenting their paragraphs in class for peer review. 				
<p>Link to other Subjects The learner is able to relate the concept of paragraphing in order to enhance communication in Pre-Technical Studies</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers,Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

THEME 5.0: FAMILY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>5.1.1 Articulation of target letter sounds and signs of words in context</p> <p>(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) identify the target consonant and vowel letter sounds in written or fingerspelled words,</p> <p>c) articulate target consonants and vowel letter sounds for oral and signing fluency,</p> <p>d) distinguish the meaning of words on the basis of stress(HoH),</p> <p>e) distinguish the meaning of signs on the basis of signs of words in context (Deaf),</p> <p>f) advocate the role of correct articulation of signs in communication.</p>	<ul style="list-style-type: none"> ● In groups or pairs learners are guided to observe, fingerspell and sign words related to the theme. ● In pairs, learners are guided to articulate the consonant letter sounds /p/, /b/, /k/ and /g/ from a text. ● In pairs, learners are guided to practise saying as they fingerspell and sign words with the short /i/ [such as ship, sit, pick, kick, gift, wig, pig rib, hid, dig, sift] and the long /i:/ sounds [such as: see, been, knee, sheep, bee, tree, peel, teeth, beat] , ● In purposive groups, learners are guided to watch and listen to a captioned audio-visual recording featuring selected consonants and vowel letter sounds. ● In pairs, learners are guided to make a recording featuring learned fingerspelt letter sounds, ● In pairs, learners are guided to practise saying as they sign and fingerspell words with the sounds/p/ as in pin ; /b/ as in bean, /k/ as in kin ; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly. 	<ol style="list-style-type: none"> 1. Why it is important to articulate sounds correctly? 2. How can we improve our pronunciation?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to distinguish the meaning of words based on stress or signing in context, for example, project (verb) project (noun). ● In groups, learners are guided to play language games to distinguish word meaning on basis of stress and signing in context. ● In pairs, learners are guided to practise articulating minimal pairs containing the target letter sounds. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of creating with technology as learners select digital technology relevant to the tasks while watching and observing audio visual recordings. ● Communication and Collaboration: Learner develops the skill of signing as learners sign clearly and effectively while articulating the signs correctly. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Self-esteem: is developed as the learner practise signing of sounds in groups. ● Social cohesion: is enhanced as the learner makes sentences on family relationships. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners work together and strive to achieve a common goal of playing language games. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skill of pronunciation or articulation of signs of words to their learning in Kiswahili, Kenya Sign Language or other learning areas.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.2 Sign Reading</p>	<p>5.2.1 Study Skills: Synonyms and Antonyms (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) identify synonyms and antonyms of words from written texts, c) spell synonyms and antonyms correctly for written fluency, d) use signs of synonyms and antonyms in signed sentences, e) appreciate the importance of correct use of words in communication. 	<ul style="list-style-type: none"> ● In groups or pairs learners are guided to observe, fingerspell and sign words related to the theme. ● In groups, learners are guided to hold a signed discussion on the meaning of synonyms and antonyms and share with peers. ● In pairs, learners are guided to watch a signed video or a signed demonstration of synonyms and antonyms. ● Learners are guided to identify and practise signing different synonyms and antonyms. ● In pairs, learners are guided to use reference materials such as the encyclopaedia and the dictionary to locate synonyms and antonyms. ● In pairs, learners are guided to check the meaning, pronunciation and articulation of signs of synonyms and antonyms from the dictionary. ● In pairs, learners are guided to search for synonyms and antonyms from print and digital texts. ● In pairs, learners are guided to fingerspell and sign the identified synonyms and antonyms from print and digital texts. ● In pairs, learners are guided to create a crossword puzzle using synonyms and antonyms and share it online. 	<ul style="list-style-type: none"> 1. Why do we use antonyms and synonyms? 2. Why is it important to spell words correctly?

			<ul style="list-style-type: none"> ● In groups, learners are guided to use synonyms and antonyms in sentences. ● In pairs, learners are guided to match words with their antonyms from a list of words. ● In pairs, learners are guided to practise pronouncing as they articulate signs and fingerspell synonyms and antonyms. ● In pairs, learners are guided to design and display a chart with antonyms and synonyms of words correctly spelled. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of interacting with digital technology as they use digital devices to access the online encyclopaedia and dictionary. ● Learning to Learn: Learner develops the skill of organising their own learning as he/she works independently when looking up the words in the dictionary and encyclopaedia. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social cohesion: is enhanced as learners construct sentences on varied issues such as family set- up using synonyms and antonyms of words. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: is enhanced as learners gain a sense of belonging to the family. 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● The learner relates the concept of synonyms and antonyms to their learning of vocabulary in Kiswahili. 				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3. Grammar in Use	5.3.1. Word Classes: Comparative and Superlative Adjectives (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify comparative and superlative adjectives in texts,</p> <p>b) use comparative and superlative adjectives in communication,</p> <p>c) acknowledge the value of comparative and superlative forms of adjectives in communication.</p>	<ul style="list-style-type: none"> ● In pairs, are guided to identify comparative and superlative adjectives from texts. ● In pairs, are guided to fingerspell and sign the identified comparative and superlative adjectives from texts. ● In pairs, learners are guided to search online or offline for examples of comparative and superlative adjectives. ● In pairs, learners are guided to fingerspell and sign the identified examples of comparative and superlative adjectives. ● In pairs, are guided to construct sentences using comparative and superlative adjectives. ● In pairs, learners are guided to play language games featuring adjectives. ● In pairs, learners are guided to use a substitution table to complete sentences featuring comparative and superlative adjectives. ● In groups, learners are guided to use flashcards to categorise comparative and superlative adjectives. ● In groups, learners are guided to compare various items within the environment using comparative and superlative adjectives. ● In pairs, learners are guided to create their own signed narrative or stories using adjectives. 	<ol style="list-style-type: none"> 1. How do we compare different people, places, and things? 2. Why are comparisons important in life?

Core Competencies to be developed:

- Learning to Learn: Learner develops the skill of organising own learning as he/she searches online or offline for examples of comparative and superlative adjectives.
- Self-efficacy: Learners develop planning skills as they use flashcards to categorise adjectives into comparatives and superlatives successfully.

Pertinent and Contemporary Issues (PCIs)

- Self-awareness: is enhanced as the learner identifies comparative and superlative adjectives from texts on family relationships.

Values:

- Love: is nurtured as the learner portrays a caring attitude while using adjectives in the comparative and superlative forms to express family relations.

Link to other Subjects

The learner is able to relate the concept of comparative and superlative adjectives to their day to day communication.

Suggested Learning Resources

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>5.4. Sign Reading</p>	<p>5.4.1 Intensive Sign Reading: Oral Narratives</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to legends,</p> <p>b) identify heroic characters in legends,</p> <p>c) explain the moral lessons in legends,</p> <p>d) relate the characters in the legends to real life.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed video or a demonstration of sign vocabulary related to legends and practise signing them. ● In groups, learners are guided to observe signed audio-visual clips of a legend narrative, identify the characters, assign them sign names and discuss them. ● In pairs learners are guided to predict the actions of characters in legends. ● In groups, learners are guided to sign-read a heroic narrative- (legends) clearly in turns. ● In pairs, learners are guided to identify the characters in legends. ● In groups, learners are guided to discuss heroic acts in the legend. ● In pairs, learners are guided to relate legends to their actions and share with peers for critique. ● In pairs, learners are guided to identify and discuss the moral lessons learned from legends. ● In pairs, learners are guided to reflect on the impact of their actions on society. 	<ol style="list-style-type: none"> 1. Why are heroes celebrated? 2. Why are some people considered heroic?

			<ul style="list-style-type: none"> ● In groups, learners are guided to discuss how he or she can collect narratives from the community. ● In pairs, learners are guided to use a mind map to show how the moral lessons in the narrative can be of benefit to the community. ● In pairs, learners are guided to research and identify the community needs to be addressed through the functional reading of legend narratives. ● In groups, learners are guided to develop legend narratives. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner develops national and cultural identity skills as they collect narratives from the community ● Critical thinking and Problem-solving: Learner develops the skill of researching as they research and identify the community needs to be addressed through the functional reading of legend narratives 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Creative thinking: is inculcated as the learners analyses the heroic actions of the characters in the oral narratives. 				
<p>Values</p> <ul style="list-style-type: none"> ● Patriotism: is enhanced as learners reflect on the impact of their actions on society. 				
<p>Link to other Subjects The learner relates the learning of moral lessons from oral narratives to their learning in Religious Education.</p>				
<p>Suggested Learning Resources Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	5.5.1 Functional Writing: Friendly Letters	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the parts of a friendly letter,</p> <p>b) compose a friendly letter using the correct format,</p> <p>c) appreciate the role of friendly letters in communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to sign read sample friendly letters ● In pairs, learners are guided to identify and underline parts of a friendly letter. ● In pairs, learners are guided to fingerspell and sign the identified parts. ● Individually, learner is guided to create a friendly letter and exchange with a peer for feedback. ● Individually, learner is guided to incorporate the feedback obtained from a peer. ● Individually, learner is guided to type the friendly letter on a digital device or display the letter on a chart for other learners to give feedback. 	<ol style="list-style-type: none"> 1. Why do we write friendly letters? 2. How do we write friendly letters?

Core Competencies to be developed:

- Digital Literacy: Learner develops the skill of creating with technology as they type the friendly letter on a digital device
- Learning to Learn: Learner develops the skill of reflection on own work as she or he practises communicating constructively through friendly letters.

Pertinent and Contemporary Issues (PCIs)

Creativity and Imagination is enhanced as learners write friendly letters.

Values

Respect: is developed as learners respectfully address their friends and family members in the letters.

Link to other Subjects

The learner relates the skill of friendly letter writing with letter writing in other languages such as Kiswahili and Kenyan Sign Language.

Suggested Learning Resources

Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

THEME 6.0: DRUG AND SUBSTANCE ABUSE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>6.1.1 Conversation Skills: (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of vocabulary related the theme for effective communication, b) identify verbal and non-verbal forms of polite interruptions, c) apply turn-taking skills in different speaking and signing contexts, d) use verbal and non-verbal cues to interrupt a conversation politely, e) acknowledge the importance of politeness in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign terms related to the theme. ● In groups, learners watch a live or recorded dialogue (supported by sign language interpretation) depicting turn-taking skills and interrupting politely. ● In pairs, learners are guided to practise interrupting someone politely. ● In groups, learners are guided to practise turn taking in a signed conversation with peers. ● In groups, learners are guided to watch short signed videos of conversations or television programmes and identify instances of turn taking and polite interruptions. ● In groups, learners are guided to listen to radio talk show and pick out signs of polite words and expressions. ● In groups, learners are guided to observe a signed interpretation of a radio talk show and pick out signs of polite words and expressions. ● In pairs, learners are guided to write examples of polite words and expressions on sticky notes or flashcards and paste them on the wall or class noticeboard. 	<ol style="list-style-type: none"> 1 How can you interrupt a conversation politely? 2 Why should people speak one at a time in a conversation? 3 How can you ensure that you do not dominate a conversation?

			<ul style="list-style-type: none"> ● In groups, learners are guided to make posters showing polite expressions as well as ways of interrupting someone politely. ● In pairs, learners are guided to make posters on turn taking skills and polite interruptions and display them. ● In pairs, learners are guided to role-play a signed dialogue on the effects of drug and substance abuse. ● In groups, learners are guided to recite conversational verse (choral), make a signed audio video recording and share it on WhatsApp, email, or social media. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: Learners develop the skill of effective speaking or signing as they take turns in real life conversations and role-play. ● Collaboration: Learners develop the skill of teamwork as they contribute to group decision making during the role play. 				
<p>Pertinent and Contemporary Issues (PCIs) Alcohol and substance abuse: as learners are sensitised on the negative effects of drug and substance abuse through role play.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Learners respect self and others while taking turns and polite interruptions in conversations. Respect: Learners practise the skills of turn taking and interrupting politely as they respect the opinion and space of others. 				
<p>Link to other Subjects The learner is able to relate conversation skills to their learning in all Subjects during class discussions.</p>				
<p>Suggested Learning Resources Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.2 Sign Reading</p>	<p>6.2.1 Sign Reading: Fluency (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of vocabulary related the theme, b) identify instances of expressive reading from a reading or digital text, c) sign read a text at the right speed, accurately and with expression, d) appreciate the importance of reading fluency in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign terms related to the theme. ● In groups, learners are guided to view a variety of signed video clips featuring well-read scripts related to the theme. ● In groups, learners are guided to watch signed news clips from a favourite television programme/presenter and comment on the presenter’s speed, accuracy, and expression. ● In groups, learners are guided to discuss ways of sign reading effectively. (Ensure the seating arrangement supports equal access to signed information) ● In pairs, learners are guided to reflect on the qualities of a good reader ● In groups, learners are guided to sign read a text such as a poem, a narrative, or dialogue with: <ul style="list-style-type: none"> ○ with appropriate expressions ○ with accuracy ○ right speed, ● In groups learners are guided to listen to or observe a text read or sign read by a peer and provide feedback. ● In groups, learners are guided to engage in a readers’ theatre in groups and sign read a poem, narrative, or dialogue ● In pairs, learners are guided to sign read a choral verse. 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How does the appropriate use of verbal and non-verbal cues enhance reading fluency?

			<ul style="list-style-type: none"> ● Individually, learner is guided to time himself or herself while sign reading an excerpt of a text. ● In groups, learners are guided to participate in activities that enhance sign reading fluently, such as reader’s theatre, paired sign reading, echo reading, repeated sign reading and choral reading. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner develops the skill of organising their own learning as they build on their own learning experiences by listening or observing and modelling fluent reading. ● Self-efficacy: Learners develop the skill of self-awareness and planning as they document success criteria while timing themselves as they read excerpts in pairs. ● Communication and collaboration: Learner develops the skill of speaking or signing as they speak or sign clearly and effectively when reciting a choral verse. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical thinking: is enhanced as the learner watches a signed video and comments on whether a speaker sign reads accurately, at the right speed, and with expressions. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: is enhanced as learners engage in sign reading texts on drug and substance abuse prevention. ● Respect: is achieved as learners appreciate others by listening or observing their peers’ as they sign read. 				
<p>Link to other subjects</p> <p>The learner is able to relate the skill of sign reading fluency to their learning in all other subjects such as Kiswahili, Pre Technical studies and Kenyan Sign Language.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify adverbs of time, place, and manner in texts,</p> <p>b) use adverbs of time, place, and manner in different contexts,</p> <p>c) acknowledge the value of adverbs of manner, time, and place in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign terms related to adverbs as a word class. ● In pairs, learners are guided to sign read a print or non-print text on drug and substance abuse. ● In groups, learners are guided to identify the adverbs of time, place, and manner used in the text. ● In groups, learners are guided to categorise adverbs of time, place, and manner from word lists or flashcards. ● In groups, learners are guided to construct sentences using adverbs of time, place, and manner. ● In groups, learners use adverbs of time, place, and manner in a role play, hot seating or simulation and make a signed video recording. ● In groups, learners share a signed story or dialogue featuring adverbs of time, place, and manner. 	<ol style="list-style-type: none"> 1. Why is it important to describe where, when and how something happens? 2. Which words do we use to describe different actions?

Core Competencies to be developed:

- Critical thinking and problem solving: Learners develop the skill of reflection as they logical reason and think of different ways to describe manner, time, and place
- Learning to Learn: Learners develop the skill of organising own learning as they identify and use different types of adverbs

Pertinent and Contemporary Issues (PCIs)

- Drug and Substance Abuse: learners sign read different print and non-print texts on drug and substance abuse and learn the negative effects of the same.

Values

- Responsibility: is developed as learners record videos and describe the events with peers responsibly.

Link to other Subjects

The learner relates the concepts of adverbs of manner, place and time to their learning in Kiswahili and Kenya Sign Language.

Suggested Learning Resources

Word cards, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.4 Sign Reading</p>	<p>6.4.1 Intensive Reading: Oral literature Songs</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of vocabulary used in lullabies,</p> <p>b) identify repeated words and phrases in lullabies,</p> <p>c) use appropriate techniques when performing signed lullabies,</p> <p>d) pick out key messages communicated in lullabies,</p> <p>e) appreciate the importance of lullabies in real life.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to isolate, fingerspell and articulate signs terms related lullabies. ● In groups, learners are guided to listen to as they watch signed or captioned audio-visual recordings of lullabies and identify instances of repetition. ● In groups, learners are guided to perform a signed lullaby and make a recording. ● In groups, learners are guided to pick out key messages communicated in lullabies. ● In pairs, learners are guided to share ideas on the key messages that are addressed in lullabies. ● In groups, learners are guided to discuss in groups the functions of lullabies. ● In groups, learners are guided to compose songs, sign sing and record lullabies from their immediate environment. ● In groups, learners are guided to create lullabies and perform them in class, ● In pairs, learners are guided to identify characters in different lullabies. 	<p>How are songs similar to poems?</p>

Core Competencies to be developed:

- Creativity and Imagination : Learners develop the sense of imagination as they discuss different functions of lullabies.
- Critical thinking: Learners develop research skills as they research information about lullabies.

Pertinent and Contemporary Issues (PCIs)

Peace Education: is enhanced as learners collaborate in singing and recording signed lullabies from their immediate environment.

Values:

Social justice: is achieved as learners collaborate in singing and recording lullabies from their immediate environment.

Link to other Subjects

The learner is able to relate the skill of performing lullabies to their learning in Creative Arts and Sports.

Suggested Learning Resources

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.5 Writing	6.5.1 Mechanics of Writing: Commonly Misspelt Words (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise commonly misspelt words in texts, b) fingerspell commonly misspelt words for effective communication, c) use commonly misspelt words correctly in written texts, d) value the relationship between accurate spelling and effective written communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to mention or sign words that are difficult to spell correctly. ● In pairs, learners are guided to use print and digital devices to search for commonly misspelt words and fingerspell them. ● In groups, learners are guided to discuss (using signs) ways of correcting commonly misspelt words, ● In pairs, learners are guided to correct texts with wrong spellings of irregular plural nouns. ● In groups, learners are guided to explain to peers the effects of correct spelling on written communication. ● In pairs, learners are guided to engage in spelling games such as crossword puzzles, ● In groups, learners are guided to write a story or dialogue on contemporary issues, for example, keeping my neighbourhood safe, using the commonly misspelt words and share it with peers for feedback. 	How can we improve our spelling?

Core competencies to be developed:

- Communication: Learners develop writing skills as they write clearly and spell words correctly.
- Collaboration: Learners develop the skill of teamwork as they contribute to group decision making in spelling games.

Pertinent and Contemporary Issues (PCIs)

Peace Education: is enhanced as learners engage in discussions and games.

Values

Peace: is enhanced as learners respect self and others when engaging in spelling games

Link to other Subjects

The learner applies the principles of spelling and fingerspelling to learning other subjects such as Religious Education and Integrated Science

Suggested Learning Resources

Word cards, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

THEME 7.0: NATURAL RESOURCES – FORESTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>7.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>7.1.1 Observing a signed Comprehension: Observing for Details (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize signs of vocabulary related to the theme, identify clues that signal details from a listening text(HoH), identify clues that signal details from an observing text(Deaf), take detailed notes on a listening text(HoH), take detailed notes on an observing text(Deaf), acknowledge the importance of listening and observing for details. 	<ul style="list-style-type: none"> In pairs, learners are guided to search online or offline for signposts that introduce details in an oral or sign read text. Learner who is Hard of Hearing is guided to listen as they observe, identify, fingerspell and sign words that introduce different types of details that indicate: <ul style="list-style-type: none"> - addition such as first, also, moreover; -emphasis such as an important note, especially, particularly; -comparison such as. like, similarly, just as -contrast such as but, however, on the other hand; -illustration such as for example, for instance, such as, -cause-and-effect such as because, therefore, so that. Learner who is Deaf is guided to observe, identify, fingerspell and sign words that introduce different types of details that indicate: 	<ol style="list-style-type: none"> How can you tell the key information from a listening or sign read text? How can you tell that people are listening attentively or observing keenly?

			<ul style="list-style-type: none"> - addition such as first, also, moreover; -emphasis such as an important note, especially, particularly; -comparison such as. like, similarly, just as -contrast such as but, however, on the other hand; -illustration such as for example, for instance, such as, -cause-and-effect such as because, therefore, so that. <ul style="list-style-type: none"> ● In groups, learners are guided to discuss(Ensure the seating arrangement supports equal access to signed information) the kinds of details one should look out for from a text. The details could include numbers, figures, points, facts, examples, people, places, behaviour, and opinions. ● Learner who is Hard of Hearing is guided to listen, observe and note the clues signalling details from a peer. ● Learner who is Deaf is guided to observe and note the clues signalling details from a peer. ● Learner who is Hard of Hearing is guided to listen to and observe a live or recorded oral presentation (supported by sign language interpretation) on a pertinent and contemporary issue such as natural 	
--	--	--	--	--

			<p>resources, for example, forests, and take specific details(HoH).</p> <ul style="list-style-type: none">● Learner who is Deaf is guided to observe a live or recorded oral presentation (supported by sign language interpretation) on a pertinent and contemporary issue such as natural resources, for example, forests, and take specific details(Deaf).● Learner who is Hard of Hearing is guided to role-play, in turns, signed oral presentations as the partner takes notes.● Learner who is Deaf is guided to role-play, in turns, signed presentations as the partner takes notes.● In groups, learners are guided to compare the notes then revise and display them for review.	
--	--	--	--	--

Core Competencies to be developed:

- Self-efficacy: Learner develops effective communication skills as they observe and note the clues signalling details from a peer.
- Communication and Collaboration: Learner develops the skill of teamwork as they role-play and make signed oral presentations.

Pertinent and Contemporary Issues (PCIs)

- Environmental and social cohesion: is enhanced as learners make presentations on natural resources, for example, forests, and take specific details.

Values:

- Patriotism: Learners develop the love for their own country as they make presentations and observe signed texts on natural resources, thereby developing a sense of belonging.

Link to other Subjects

The learner is able to relate listening and observing skills to their learning in all other subjects such as Kenya Sign language, Agriculture and Nutrition.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedi

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Sign I	7.2.1 Intensive Sign Reading: Visuals (2 lessons)	By the end of the sub strand, the learner should be able to a) recognise signs of vocabulary related to the theme for communication, b) identify types of information conveyed by visuals for comprehension, c) interpret visuals for information, d) appreciate the importance of visual interpretation skills in different texts.	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign common visuals like road signs, photographs, billboards, ● In groups, learners are guided to search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood. ● In groups, learners are guided to discuss class, school, community, national needs or issues that visuals can address. ● In pairs, learners are guided to answer comprehension questions on the visuals. ● In pairs, learners are guided to apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualising in interpreting visuals. ● In groups, learners are guided to create stories or songs from visuals. ● In groups, learners are guided to discuss visuals of national importance like the national flag, the Kenyan currency. 	1. How does observation of actual items help us understand what we are taught?

			<ul style="list-style-type: none"> In groups, learners are guided to discuss the importance of developing visual interpretation skills for a full understanding of messages. (Ensure the seating arrangement supports equal access to signed information) In purposive groups, learners are guided to use digital devices to create simple visuals through photographing, drawing, and making realia on natural resources. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: Learner develops the skill of digital citizenship as they observe safety precautions and practices when searching for different information conveyed through visuals online. Citizenship: Learner develops national and cultural identity skills as discuss national symbols such as the national flag and currency. 				
<p>Pertinent and Contemporary Issues (PCIs) Environmental Conservation: is enhanced as learners create visuals on natural resources.</p>				
<p>Values: Patriotism: learners develop self awareness skills as they discuss visuals of national importance like the national flag and the Kenyan currency.</p>				
<p>Link to other Subjects The learner relates the concept of visuals to their learning in other learning areas such as Creative Arts and Sports, Social Studies, Mathematics and Integrated Science.</p>				
<p>Suggested Learning Resources Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Word cards, Chart, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">7.3 Grammar in Use</p>	<p>7.3.1 Word Classes: Personal and possessive pronouns.</p> <p align="center">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to personal and possessive pronouns for communication,</p> <p>b) distinguish between personal and possessive pronouns in sentences,</p> <p>c) use personal and possessive pronouns in sentences appropriately,</p> <p>d) appreciate the value of proper use of pronouns.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or a signed video clip of words on personal and possessive pronouns. ● In pairs, learners are guided to identify, fingerspell and sign personal and possessive pronouns. ● In pairs, learners are guided to pick out personal and possessive pronouns from print and non-print texts on natural resources. ● In pairs, learners are guided to fingerspell and sign personal and possessive pronouns picked out from print and non-print texts on natural resources. ● Individually, learners are guided to use signs of personal pronouns to refer to people in a class. ● In groups, learners are guided to construct signed sentences using personal pronouns. ● Individually, learners are guided to write a paragraph using possessive pronouns. ● In groups, learners are guided to construct sentences using personal pronouns from substitution and completion tables. 	<ol style="list-style-type: none"> 1. How can you avoid unnecessary repetition in sentences? 2. Why should we avoid unnecessary repetition?

			<ul style="list-style-type: none"> • In groups, learners are guided to draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner develops the skill of writing as they write a paragraph using possessive pronouns. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Social cohesion: is enhanced as learners use personal pronouns to refer to people in the class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is enhanced as learners show positive regard to others as they use pronouns to construct sentences to refer to others in the class. 				
<p>Link to other Subjects The learner relates the concept of pronouns to their learning in Kiswahili.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">7.4 Sign Reading</p>	<p>7.4.1 Intensive Sign Reading: Characters in class readers.</p> <p align="center">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify minor characters in a class reader,</p> <p>b) identify signs of vocabulary and phrases used to describe relationships between characters,</p> <p>c) discuss the relationships between different minor characters in the class reader,</p> <p>d) appreciate the place of minor characters in the class reader.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to sign read, identify, fingerspell and assign sign names to minor characters in a class reader. ● In groups, learners are guided to search online and offline for words and phrases used to describe relationships between characters. ● In pairs, learners are guided to sign or fingerspell words and phrases used to describe relationships between characters. ● In groups, learners are guided to discuss how the characters relate with each other. (Ensure the seating arrangement supports equal access to signed information) ● In groups, learners are guided to hot seat different minor characters to bring out their relationships. (Ensure the seating arrangement supports equal access to signed information) ● In groups, learners are guided to link characters’ reactions to the relationships they are in. 	<ol style="list-style-type: none"> 1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?

Core Competencies to be developed:

- Critical thinking and Problem Solving: Learner develops evaluation and decision making skills as they link the relationships between characters in the class reader to various relationships they are in.
- Communication and Collaboration: Learner develops observing and signing skills as they hot seat different minor characters to bring out their relationships

Pertinent and Contemporary Issues (PCIs)

- Citizenship: is enhanced as learners discuss the character traits and relationships of some of the characters in the text read.

Values:

- Social justice: is developed as learners discuss in groups the relationships between characters.

Link to other Subjects

The learner relates the concept of relationship of characters in a class reader to their learning of characterisation in Creative Arts.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">7.5 Writing</p>	<p>7.5.1 Composition Writing: Writing Process</p> <p align="center">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of terms related to steps in the writing process for efficient writing,</p> <p>b) outline the steps in the writing process,</p> <p>c) write a narrative composition following the writing process,</p> <p>d) acknowledge the role of writing fluency in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a captioned video of learners going through the writing process. ● In groups, learners are guided to identify, fingerspell and sign the terms used in the writing process. ● In pairs, learners are guided to sign read samples of well-written texts and highlight features that make them outstanding. ● In groups, learners are guided to discuss the writing process giving details of what each entail on a mind map. (Ensure the seating arrangement supports equal access to signed information) ● In groups, learners are guided to suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process. ● In groups, learners are guided to practise, the writing process, for example by: <ul style="list-style-type: none"> - prewriting - drafting - editing - revising - publishing, 	<p>Why should one prepare before beginning to write a composition?</p>

			<ul style="list-style-type: none"> ● Individually, learners are guided to write a narrative composition following the writing process and share using a digital device for peer review. ● In pairs, learners are guided to review the effectiveness of the writing process in writing compositions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of connecting using technology as they share the compositions using a digital device for peer review. ● Creativity and Imagination: is developed as learners mind-map the idea to be written in the narrative composition using the writing process. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Environmental Conservation: is addressed by the narrative compositions on natural resources. 				
<p>Values:</p> <p>Responsibility: is enhanced as learners care for the digital devices used.</p>				
<p>Link to other Subjects</p> <p>The learner is able to relate the skills used in composition writing to their learning in Kiswahili or Kenya Sign Language.</p>				
<p>Suggested Learning Resources</p> <p>Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, encyclopaedia</p>				

THEME 8.0: TRAVEL

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.1 Observing and Articulating signs (Listening and S</p>	<p>8.1.1 Observing signed Comprehension: Explanatory Narratives (1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of terms related to the theme, b) identify the characters in explanatory narratives, c) sequence the events in explanatory narratives, d) explain the moral lessons in an explanatory narrative e) acknowledge the importance of listening and observing a signed comprehension in communication(HoH), f) acknowledge the importance of observing a signed comprehension in communication(Deaf). 	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign terms related to the theme. ● In groups, learners are guided to listen to as they observe a recording, supported with sign language interpretation, of an explanatory narrative from a digital device and retell the story. ● In groups, learners are guided to search online and offline for information on explanatory narratives. ● In groups, learners are guided to dramatise signed dialogues in the explanatory narratives. ● In groups, learners are guided to role-play the signed story telling session. ● In groups, learners are guided to identify the moral lessons and relate them to real life situations. 	<ul style="list-style-type: none"> 1.How can you tell a lesson that you can learn from a narrative? 2.Why do people tell narratives?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to discuss behaviour of the characters in the explanatory narratives. ● In groups, learners are guided to create an explanatory narrative- and share it through WhatsApp, social media, among others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners develop interacting with technology skills as they manipulate digital devices and use them to create stories and share them with others ● Communication and collaboration: Learners develop the skill of speaking or signing clearly and effectively as they dramatize narratives and discuss moral lessons. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Digital citizenship: is enhanced as learners gain a sense of identity and belonging by listening or observing and responding to explanatory narratives derived from various communities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: is promoted as learners listen or observe and respond to explanatory narratives and moral lessons and relating them to their real life, thereby becoming better citizens. 				
<p>Link to other Subjects The learner is able to relate performance of oral narratives to other learning areas such as Creative Arts.</p>				
<p>Suggested Learning Resources Class readers, Adapted, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.2 Sign Reading</p>	<p>8.2.1 Intensive Sign Reading (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize signs of vocabulary related to the theme for effective communication, distinguish main ideas from supporting details from poems, use contextual clues to infer the meaning of words and phrases in a text, make connections between events in a poem and real life, summarise events in a poem answer direct and inferential questions from poems, acknowledge the role of reading comprehension in lifelong learning. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme travel. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme travel. ● In groups, learners are guided to search online and offline and discuss the meaning of reading for interpretation and evaluation. ● Individually, learner is guided to visualise events, people, and places in poems. ● In pairs, learners are guided to sign read poems and distinguish main ideas from supporting details. ● In pairs, learners are guided to predict events in poems. ● In groups, learners are guided to utilize digital devices to check the meanings of words. ● In pairs, learners are guided to infer meanings of vocabulary based on contextual clues. ● In pairs, learners are guided to manually answer direct and inferential questions ● In pairs, learners are guided to summarise main issues from poems. 	<ol style="list-style-type: none"> How can you identify the subject in a poem? How are poems similar to songs?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to create word puzzles with learned vocabulary and share them online. ● In groups, learners are guided to relate the issues in a set poem to real life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners develop the skill of interacting with technology skills as they create a word puzzle and share them online using digital devices. ● Critical thinking and problem-solving: Learners develop the skill of interpretation and inference as they interpret and evaluate issues highlighted in poems and relate them to real life. 				
<p>Pertinent and Contemporary Issues (PCIs): Peace: is enhanced as learners avoid hurting each other when working in groups to evaluate issues highlighted in poems.</p>				
<p>Values: Respect: is enhanced as learners respect each other's opinions as they work together.</p>				
<p>Link to other Subjects The learner is able to relate intensive sign reading skill to their learning in all other subjects.</p>				
<p>Suggested Learning Resources Class readers Adapted, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">8.3 Grammar in Use</p>	<p>8.3.1 Word Classes: Simple Prepositions (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different types of prepositions, b) recognize signs of different types of prepositions for effective communication, c) use prepositions in sentences, d) attest to the importance of well-formed sentences in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to identify and underline simple prepositions (agent, instrument, and direction) in texts. ● In pairs, learners are guided to fingerspell and articulate signs of different types of prepositions. ● In pairs, learners are guided to search online and offline for examples of simple prepositions and sign them. ● In pairs, learners are guided to sign read texts and identify simple prepositions. ● In pairs, learners are guided to practise fingerspelling and signing the simple prepositions identified. ● Individually, learner is guided to complete sentences using a substitution table. ● In pairs, learners are guided to match simple prepositions with the word they collocate with. ● In groups, learners are guided to watch signed or captioned video clips and identify simple prepositions. ● In groups, learners are guided to construct signed sentences using prepositions. ● In groups, learners are guided to create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with. ● In groups, learners are guided to share the puzzles online, on posters, charts, or through WhatsApp. 	<ol style="list-style-type: none"> 1. How do we show the relationship between words? 2. How can you ensure all your sentences are correctly written?

Core Competencies to be developed:

- Digital literacy : Learners develop the skill of interacting with digital technology as they manipulate digital devices and use them to create word puzzles and share them with others
- Communication and collaboration: Learners develop the speaking or signing skills as they speak or sign clearly and effectively during dramatization of narratives and discussion of moral lessons.

Pertinent and Contemporary Issues (PCIs)

- Social cohesion: is enhanced as learners work cohesively in groups as they give each other feedback.

Values:

- Unity: is enhanced as learners work together to construct sentences using prepositions.

Link to other Subjects

The learner relates the concept of prepositions to their learning in other languages such as Kiswahili..

Suggested Learning Resources

Class readers, Course books, Word cards, Chart, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Sign Reading	8.4.1 Intensive Sign Reading: Poetry (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise signs of adjectives used to describe characters for effective communication,</p> <p>b) identify the human characters in a set of poems,</p> <p>c) use adjectives to describe the traits of human characters in a set of poems.</p> <p>d) appreciate the importance of human characters in poetry.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to fingerspell and articulate signs of adjectives. ● In pairs, learners are guided to sign read a given poem and identify the human characters. ● In pairs, learners are guided to assign signs to the human characters. ● In pairs, learners are guided to search online and offline for adjectives that can be used to describe characters. ● In pairs, learners are guided to fingerspell and sign the adjectives that can be used to describe characters. ● In groups, learners are guided to discuss what each character does, says in each poem. ● In groups, learners are guided to role-play a given poem to bring out the characters' actions. ● In groups, learners are guided to take video clips of the role play and share them as they discuss their performances. ● In pairs, learners are guided to paste sticky notes containing character traits identified. ● In groups, learners are guided to relate the human characters in the poem with real life lessons. 	<ol style="list-style-type: none"> 1. How do we identify characters in a given poem? 2. Why are human characters important in poetry? 3. How can you identify the lessons learned from poems?

Core Competencies to be developed:

- Communication and collaboration: Learners develop teamwork skills as they contribute to group decision-making by participating actively in the discussion on what each character does or says in each poem.
- Learning to learn: Learners share learnt knowledge as they build on their own learning experiences while relating the human characters in the poem with real life situations.

Pertinent and Contemporary Issues (PCIs)

- Social cohesion is enhanced as learners relate human characters to real life.

Values:

- Peace: as learners displays calmness as they work in groups
- Love: is developed as learner puts the interest of others before own interest when role-playing a given poem to bring out the characters' actions

Link to other Subjects

The learner relates the concepts learnt in poetry to the study of poems in Kiswahili.

Suggested Learning Resources

Word cards, Chart, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.5 Writing</p>	<p>8.5.1 Composition Writing: Self-Assessment</p> <p>(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise signs of vocabulary related to travel in readiness for writing,</p> <p>b) identify steps involved in the assessment of narrative compositions,</p> <p>c) write narrative compositions and assess the introduction, body, and conclusion,</p> <p>d) appreciate the importance of assessment in improving narrative composition writing.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a signed video or a demonstration of vocabulary related to travel. ● In pairs, learners are guided to identify, fingerspell and sign different vocabulary related to travel. ● In pairs, learners are guided to practise signing different vocabulary related to travel. ● In pairs, learners are guided to search online and offline for information on the aspects of self-assessment when writing a narrative composition. ● Individually, learner is guided to practise assessing own narrative composition. ● In groups, learners are guided to watch a video with captions or listen to a recording supported with sign language interpretation on how to peer-assess a composition. ● Individually, learner is guided to plan, organise, and write a 	<ol style="list-style-type: none"> 1. Why is it important to assess writing? 2. How can one improve their composition writing skills?

			<p>composition on travel, and share it with peers for review.</p> <ul style="list-style-type: none"> ● Individually, learners are guided to identify and correct spelling, punctuation, and grammatical errors using a given checklist. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: Learners develop the skill of writing as they participate actively in the writing activity when working in pairs, sharing and assessing each other’s narrative composition. ● Learning to learn: Learner organises their own learning while writing and assessing his or her narrative composition before sharing with peers for assessment. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Peer education: is enhanced as learners assess each other’s compositions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is achieved as learners learn to be honest and truthful while assessing their own and other’s compositions. 				
<p>Link to other subjects</p> <p>The learner is able to relate the skill of composition writing to their learning in all other subjects such as Creative Arts and Sports.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia</p>				

THEME 9.0: HEROES AND HEROINES - KENYA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.1 Observing and Articulating Signs (Listening and S</p>	<p>9.1.1 Articulation of target: Consonant and Vowel Letter Sounds (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) articulate correctly the target consonant letter sounds /t/, /d/, /l/, /r/ and vowel letter sounds /ʊ/ and /u:/ in words (HoH),</p> <p>b) sign and fingerspell the consonant letter sounds t, d, l, r and vowel letter sounds /ʊ/ and u: with correct mouth movement in words (Deaf),</p> <p>c) pronounce words correctly using stress (HoH),</p> <p>d) articulate signs as used in context with the correct body language and facial expression (Deaf),</p> <p>e) distinguish the meaning of words based on stress (HoH),</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen to as they watch video clips or a demonstration with fingerspelt letters t, d, l, r, , /ʊ/ and u: in words (HoH). ● Learner who is Deaf is guided to observe signed video clips or a demonstration with fingerspelt letters t, d, l, r, , /ʊ/ and u: in words (Deaf). ● In groups, learners are guided to fingerspell the following target consonants and vowel letter sounds with correct mouth movement : <ul style="list-style-type: none"> - /t/ as in toll - /d/ as in doll - /l/ as in liver - /r/ as in river - /ʊ/ as in pull, bull; - /u:/ as in pool, book. ● Learner who is Hard of Hearing is guided to watch an oral and signed presentation and pick out signs of words with the target letter sounds. ● Learner who is Deaf is guided to watch a signed presentation with closed 	<ol style="list-style-type: none"> 1. Why should you articulate signs of words correctly? 2. Why do people find it difficult to articulate signs of some words?

		<p>f) distinguish the meaning of signs of words based on the context(Deaf),</p> <p>g) acknowledge the importance of correct pronunciation in oral communication.</p> <p>h) acknowledge the importance of observing correct place of articulation of signs or fingerspelling in signed communication(Deaf).</p>	<p>captions and pick out signs of words with the target letter sounds.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to practise observing the proper articulation of signs and fingerspelling of words with the target consonant and vowel letter sounds with correct mouth movement . ● In pairs, learners are guided to sort words based on the articulation of the target consonant and vowel letter sounds. ● In groups, learners are guided to recite poems or sign sing songs on national heroes with the target letter sounds. ● In groups, learners are guided to say as they sign tongue twisters with the target consonant and vowel letter sounds. ● In groups, learners are guided to observe a signed audio visual featuring a variety of words and classify them in their word classes according to the context or stressed syllables . ● In groups, learners are guided to engage in pronunciation or articulation of signs drills on stress or context for distinguishing word class. ● In groups, learners are guided to underline stressed syllables in words. ● Learner who is Hard of Hearing is guided to discuss as they sign the importance of correct pronunciation, observing correct place of articulation of 	
--	--	--	--	--

			<p>signs and use of stress or signs of words in their context in conveying meaning.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to discuss as they sign the importance of correct observation, articulation of signs and use of stress or signs of words in their context in conveying meaning. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of signing as they observe signed audio visual clips and watch videos on pronunciation or observing correct place of articulation of signs ● Learning to Learn: Learner develops the skill of reflection on their own work as they discuss the importance of observing correct place of articulation of signs in context in conveying meaning. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Patriotism and Good Governance: are enhanced as learners sign sing songs and recite poems on national heroes/ heroines. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: is inculcated as learners develop love for their own country as they sign poems or sign sing songs on national heroes with the target letter sounds. ● Unity: is enhanced as the learners display team spirit as they sign sing songs on nationalism 				
<p>Link to other Subjects</p> <p>The learner is able to relate the concept of pronunciation and observing the proper place of articulation of signs or fingerspelling to their learning in Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.2 Sign Reading</p>	<p>9.2.1 Extensive Sign Reading: Grade-appropriate fiction materials</p> <p>2 lessons</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to theme,</p> <p>b) select a variety of fictional texts for extensive sign reading,</p> <p>c) sign read fictional texts for information and enjoyment,</p> <p>d) appreciate the importance of fiction in life.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to national heroes and heroines. ● In pairs, learners are guided to fingerspell and sign vocabulary related to national heroes and heroines. ● In pairs, learners are guided to identify fictional material to sign read by looking at the cover page, blurb, and title. ● In groups, learners are guided to sign read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text.(Ensure the seating arrangements provides equal access to the signed information) ● In pairs, learners are guided to list down, fingerspell and sign new words and phrases encountered. ● In pairs, learners are guided to re-tell the story in their own words. ● In groups, learners are guided to dramatise a section of the text and record themselves. ● In groups, learners are guided to relate the ideas expressed in fiction to real life. ● In pairs, learners are guided to sign read fiction materials for enjoyment. 	<ol style="list-style-type: none"> 1. Why is it important to read fictional materials? 2. How can a reading culture be developed?

Core Competencies:

- Learning to Learn: Learner develops the skill of sharing learnt knowledge as they retell the story using sign language.
- Communication and Collaboration: Learner develops the skill of teamwork as they select in groups fictional texts for sign reading.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: is enhanced as they are exposed to individual and cultural differences through extensive reading

Values:

- Patriotism: is inculcated as learners develop respect for fellow citizens as they sign read on national heroes and heroines.

Link to other Subjects

The learner is able to relate extensive sign reading skills to their learning in other subjects such as Kiswahili, Agriculture and Pre-Technical Studies

Suggested Learning Resources

Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.3 Grammar In Use	9.3.1 Word Classes: Conjunctions and, but, or 2 lessons	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the conjunctions and, but and or in sentences, use and, but and or in sentences accurately, appreciate the importance of proper use of conjunctions in written and spoken contexts. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for the use of the conjunctions and, but and or in texts. ● In pairs, learners are guided to identify the conjunctions and, but and or from different texts. ● In pairs, learners are guided to construct signed sentences using the conjunctions and, but and or. ● In pairs, learners are guided to fill in substitution and completion tables using the conjunctions and, but and or. ● In pairs, learners are guided to create and share a story or dialogue on heroes in Kenya, using the conjunctions and, but and or. ● In groups, learners are guided to discuss the importance of proper use of conjunctions in sentences. (Ensure the seating arrangements provides equal access to the signed information) ● 	<ol style="list-style-type: none"> How do the words and, but and, or help in conversation? Why is it important to communicate clearly? How can you tell that joining words have been used well?
Core Competencies to be developed:				

- Self-efficacy: Learner develops the skill of effective communication as they pay attention to details and use conjunctions in different circumstances.
- Learning to Learn: Learner develops the skill of sharing learnt knowledge as they create and share stories or songs about heroes and heroines in Kenya.

Pertinent and Contemporary Issues (PCIs)

- Patriotism: is enhanced as learners develop the love for their own country as they create and share stories about local heroes

Values:

- Patriotism: is inculcated as learners develops a feel of readiness to defend their country as they create and share stories about national heroes and heroines.
- Peace: is enhanced as learners display tolerance to one another as they work harmoniously in groups

Link to other Subjects

The learner relates the concept of conjunctions to their learning in Kiswahili.

Suggested Learning Resources

Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">9.4 Sign Reading</p>	<p>9.4.1 Intensive sign reading: Class Reader</p> <p align="center">(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) explain the sequence of events in a class reader, c) make short notes on the sequence of events in a class reader, d) appreciate sign reading works of art for information and enjoyment. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme heroes and heroines of Kenya. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme heroes and heroines of Kenya. ● In pairs, learners are guided to sign read sections of a class reader and explain the sequence of events. ● In groups, learners are guided to dramatise parts of the class reader for clarity. ● In groups, learners are guided to outline the actions of each character studied in the section. ● In groups, learners are guided to assign sign names to the characters. ● In pairs, learners are guided to discuss how the characters make the story flow. ● In groups, learners are guided to use a sequence chart to show the order of events in the class reader. ● Individually, learner is guided to make short notes on the sequence of events in the story. 	<p>How does a writer make a piece of writing interesting?</p>

			<ul style="list-style-type: none"> ● In pairs, learners are guided to relate the events in the story to real life. ● In groups, learners are guided to discuss possible solutions to the problems portrayed in the class reader. (Ensure the seating arrangements provides equal access to the signed information) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops the skill of writing as they write fluently and present organised work while making notes on the sequence of events in the class reader. ● Self -Efficacy: Learner develops self-awareness skills as they participate actively in dramatising parts of the class reader for conceptualisation. ● Critical thinking and Problem-solving: Learners develop the skill of reflection as they brainstorm on different possible solutions to the problems portrayed in the class reader. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Ethical relationships are enhanced as learners relate issues to real life and to relationships in society. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is enhanced as learners collaborates with others in dramatising parts of the class reader. 				
<p>Link to other Subjects</p> <p>The learner is able to relate intensive sign reading skill to their learning in all other subjects such as Creative Arts and Sports</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector,digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.5 Writing</p>	<p>9.5.1 Creative writing: Narrative compositions</p> <p>(1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of features of narrative composition in creative writing,</p> <p>b) create well-written narrative compositions on a variety of topics,</p> <p>c) appreciate the importance of writing in day-to-day life.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary related to features of narrative composition. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the features of narrative composition. ● In groups, learners are guided to search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include <ul style="list-style-type: none"> - a narrow and clearly defined focus (title) - a strong introduction - character descriptions - dialogue - setting description - interesting details - a logical sequence - purposeful and precise word choice - varied sentence structure and - a strong conclusion, ● In pairs, learners are guided to sign read well-written samples of narrative compositions noting the most outstanding parts. ● In groups, learners are guided to plan a narrative composition and tell it as a chain signed story. 	<ol style="list-style-type: none"> 1. How can you make your composition writing better? 2. How can you make a composition memorable?

			<ul style="list-style-type: none"> ● Individually, learner is guided to write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision. ● In groups, learners are guided to create displays of narrative writing skills learned and publish them in the classroom. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learner develops the skill of making connections as they look at problems in a new way and undertake the task of narrative writing and sharing. ● Self-Efficacy: Learner develops the skill of effective communication as learners pay attention to detail, plan a narrative composition, and tell a chain story. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Citizenship: is enhanced as learners create narratives on historical and current heroes and heroines which portray love for the nation. <p>Values:</p> <ul style="list-style-type: none"> ● Social justice: is enhanced as learners write a narrative composition on historical and current heroes and heroines which expose them to issues like colonisation. 				
<p>Link to other Subjects</p> <p>The learner relates the skill of composing and performance to their learning in Creative Arts.</p> <p>The learner relates narrative writing skill to other learning areas such as Kiswahili and Religious Education.</p>				
<p>Suggested Learning Resources</p> <p>Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia, Word cards, Chart, Class readers.</p>				

THEME 10.0: MUSIC				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Observing and Articulating Signs (Listening and Speaking)	10.1.1 Signed Presentations: Delivering Speeches (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme for effective communication, identify occasions where speeches are presented, apply the features of oral presentations for effective communication(HoH),, apply the features of signed presentations for effective communication(Deaf), appreciate the importance of good oral presentation skills when delivering a speech(HoH), appreciate the importance of good signed presentation 	<ul style="list-style-type: none"> In pairs, learners are guided to fingerspell and sign vocabulary related to the theme. In groups, learners are guided to think, pair, and share on occasions where speeches are presented. In pairs, learners are guided to search online or offline for features of oral presentation and make short notes. Learner who is Hard of Hearing is guided to listen to as they observe recorded grade-appropriate speeches (supported by sign language interpretation) and share their opinions on them(HoH). Learner who is Deaf is guided to observe sign recorded grade-appropriate speeches (supported by sign language interpretation) and share their opinions on them(Deaf). In groups, learners are guided to brainstorm on the importance of body language in delivering a speech. 	How can one deliver a speech effectively?

		skills when delivering a speech(Deaf).	<ul style="list-style-type: none"> ● In groups, learners are guided to rehearse a signed speech and present it in class for peer assessment. ● Individually, learner is guided to write short speeches on the importance of music and present it to peers. ● In groups, learners are guided to record the signed speeches being presented and discuss the presentations. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy : Learner develops interacting with technology skills as they use digital devices to record signed speeches as they present them. ● Self-efficacy: Learner develop self-awareness and planning skills as they give attention to details while rehearsing speeches and presenting them to each other in groups. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: writing a short speech on the importance of music relates to social cohesion. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is nurtured as learners care for digital devices as they record and present signed speeches ● Respect: is nurtured as learners respect each other’s work during discussions 				
<p>Link to other Subjects The learner is able to relate oral and signed presentations skills to their learning in Kiswahili or Kenya Sign Language</p>				
<p>Suggested Learning Resources Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector,digital devices, encyclopaedia.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.2 Sign Reading</p>	<p>10.2.1 Study Skills: Note Making (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of words related to the theme, b) identify the main and supporting points in texts, c) make notes from varieties of written texts, d) relate note-making to effective reading. 	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme. ● In groups, learners are guided to conduct an online and offline search on the format of note-making- (heading, subheading, main points, supporting point, keywords). ● In pairs, learners are guided to assign signs to the new vocabulary. ● In groups, learners are guided to discuss, the importance of note making in reading. (Ensure the seating arrangements provides equal access to the signed information) ● In pairs, learners are guided to sign read texts on varied issues, including music, and select the key points ● In pairs, learners are guided to pick the keywords from sign reading texts. ● In pairs, learners are guided to sign the key points in note making and list them down. ● Individually, learner is guided to fill in the key points in a note making a template. ● In groups, learners are guided to draw a mind map to show the relationship between the topic, main idea, and supporting ideas. ● In pairs, learners are guided to sign read print or non-print texts and make notes from them. 	<ol style="list-style-type: none"> 1. How can effective sign reading be done? 2. How can key points be identified in a text?

Core Competencies to be developed:

- Digital literacy: Learners develop digital citizenship skills as they search online for information on note-making.
- Learning to learn: As learners organise their own learning and make notes after reading varied texts.

Pertinent and Contemporary Issues (PCIs)

- Career guidance: is enhanced as learners read and make notes on types of music which exposes them to the music career

Values:

Unity: As learners appreciate the efforts of others when drawing a mind map in groups

Link to other Subjects

The learner is able to relate study skills to their learning in all other subjects such as Agriculture and Nutrition.

Suggested Learning Resources

Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Word cards, Chart, Digital story books, Projector, Computers, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.3 Grammar in Use</p>	<p>10.3.1 Word Classes: Determiners (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify articles and possessives in texts, b) articulate signs of articles and possessives in texts, c) use articles and possessives in sentences, d) acknowledge the importance of articles and possessives for effective communication. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to underline articles [a, an, the] and possessives [my, our, your, his, her, their] used in print and non-print texts. ● In pairs, learners are guided to fingerspell and sign articles and possessives articles [a, an, the] and possessives [my, our, your, his, her, their]. ● In pairs, learner is guided to sign read examples of possessives from flashcards. ● In pairs, learners are guided to correct errors in sentences that contain articles. ● In groups, learners are guided to engage in language games using articles. ● In pairs, learners are guided to practise matching articles with nouns. ● In pairs, learners are guided to construct signed sentences using possessives. ● Individually, learner is guided to construct written sentences using possessives. 	<p>How do we indicate that something belongs to somebody?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to compose a signed song on children’s rights using relevant articles and possessives and video record the performances. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learner develops self awareness skills as they pay attention to details and correct errors in sentences. ● Communication and collaboration: Learner develops speaking or signing skills as they use articles and possessives to communicate clearly and effectively. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Child rights: is enhanced as learners compose a song on the rights of children and get enlightened on their welfare 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Is nurtured as learners use articles and possessives ,which enables them to use correct titles while addressing people 				
<p>Link to other Subjects</p> <p>The learner relates the concepts of articles and possessives to their learning in other languages such as Kiswahili.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.4 Sign Reading</p>	<p>10.4.1 Intensive Sign Reading: Characters and their traits</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>(a) recognise signs of vocabulary related to monster/ogre narratives,</p> <p>(b) identify characters in monster narratives,</p> <p>(c) explain traits of characters in given monster narratives,</p> <p>(d) relate monster narratives to real life situations,</p> <p>(e) appreciate the importance of monster narratives in life.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to monster narratives ● In groups, learners are guided to describe a monster/ ogre. Ensure the seating arrangements provides equal access to the signed information) ● In groups, learners are guided to search online and offline for features of monster narratives and note them down. ● In pairs, learners are guided to assign signs to the features identified. ● Learners are guided to narrate monster narratives from their immediate environment to their peers. ● In groups, learners are guided to discuss what monsters/ogres represent. (Ensure the seating arrangements provides equal access to the signed information) ● In pairs, learners are guided to discuss how monster narratives relate to real life. ● In groups, learners are guided to dramatise a monster narrative and record the performance. ● In pairs, learners are guided to discuss the traits of the characters involved in a monster narrative. 	<p>How are signed oral narratives relevant in modern society?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to seek support from resources persons on how to relate monster narratives to real life. ● In groups, learners are guided to collect, analyse and compile them into an anthology of narratives from the community. ● In groups, learners are guided to conduct a reader’s theatre. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learners develop interpretation and inference skills as they discuss the lessons learned and the relevance of monster narratives in real life. ● Citizenship: Learners develop the skill of information and communication as they reason logically in choosing the reading strategies that would best aid in sharing experiences with community members. ● Citizenship: Learners develop the skill of ethical digital citizenship as they search online and offline for features of monster narratives 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● HIV and AIDS: Learners appreciates the relevance of monster narratives in real life touches on health issues. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is developed as learners observe safety precautions when searching online and offline for features of monster narratives. 				
<p>Link to other Subjects</p> <p>The learner relates the concept of characters and their traits to their learning of literary texts in Kiswahili.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing: Packing and Shopping lists (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise signs of words related to packing and shopping lists, identify ways of grouping items in packing and shopping lists, write a packing list for a specified event, prepare a shopping list for use in a given context, recognise the importance of preparing a shopping and packing list in their everyday lives. 	<ul style="list-style-type: none"> In pairs, learners are guided to identify, fingerspell and sign vocabulary related to packing and shopping lists. In groups, learners are guided to search online and offline for samples of packing and shopping lists. In groups, learners are guided to discuss the parts of a shopping list. In groups, learners are guided to create and fill a packing list template. In groups, learners are guided to discuss different ways of grouping items in packing and shopping lists. In pairs, learners are guided to give the prices of different items in the shopping list to match a given budget. 	<p>Why should a shopping list be prepared?</p>

Core Competencies to be developed:

- Critical thinking: Learners develop interpretation and inference skills as they categorise the various items included in a shopping and packing list in order of importance.
- Learning to learn: Learners shares learnt knowledge as they prepare a shopping list and a packing list which builds learners' capacity.

Pertinent and Contemporary Issues (PCIs):

- Financial literacy: Is enhanced as learners prepare a realistic budget for the shopping list and categorise items.

Values:

- Integrity: As learners come up with shopping lists that adhere to given budgets
- Social responsibility: Mastery of writing of shopping and packing list would ensure public projects are completed within stated budgets.

Link to other Subjects

Preparing a shopping list involves budgeting which is a concept learnt in Pre-Technical Studies.

Suggested Learning Resources

Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.

THEME 11.0: PROFESSIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>11.1 Observing and Articulating Signs (Listening and Sp</p>	<p>11.1.1 Interviews (1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of vocabulary related to the theme for effective communication, b) identify reasons for sitting in an interview, c) articulate points clearly and confidently during a signed oral interview, d) respond confidently to questions during an interview, e) seek clarification during a signed oral presentation, f) appreciate the importance of interviews in getting school placement and scholarships. 	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed video or demonstration with vocabulary related to the theme. ● In pairs, learners are guided to identify signs related to the theme. ● In pairs, learners are guided to practise fingerspelling and signing vocabulary related to the theme. ● Learner who are Hard of Hearing are guided to listen to as they observe and review a captioned or signed audio-visual clip on school placement and scholarship interviews. ● Learners who are Deaf are guided to observe and review a captioned or signed audio-visual clip on school placement and scholarship interviews. ● In groups, learners are guided to discuss reasons for sitting for a placement and scholarship interview. (Ensure the seating arrangements provides equal access to the signed information ● In pairs, learners are guided to search online and watch video clips with captions on school placement and scholarship interview. ● In groups, learners are guided to role-play, the school placement and scholarship interview, 	<ol style="list-style-type: none"> 1. Why are interviews important? 2. Why should one articulate point clearly and confidently during an interview? 3. How can one seek clarification during an interview?

			<p>record and share them via mobile phones and other social media channels.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to conduct mock interviews. ● In groups, learners are guided to record the interviews on digital devices. ● In groups, learners are guided to share the videos with friends and peers on social media platforms, blogs among others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops the skill of observing and signing as they discuss in groups reasons for sitting for a placement and scholarship interview. ● Digital Literacy: Learner develops the skill of digital citizenship as they observe safety precautions and practices while using the digital devices to search online and watch video clips on school placement and scholarship interviews. ● Self-efficacy: Learner develops leadership skills organise and lead the open forum where the functional reading is conducted. 				
<p>Pertinent and Contemporary Issues (PCIs) Peace Education: is developed through discussion in groups and working in pairs.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is enhanced as the learners appreciates diverse opinions of others as they collaborate in groups. 				
<p>Link to other Subjects The learner relates the concept of interviews to the learning of conversational skills in Kiswahili.</p>				
<p>Suggested Learning Resources Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Sign Reading	11.2.1 Extensive Sign Reading: Non- Fictionmaterials (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify sign of words related to the theme, identify print or electronic non-fiction materials that are interesting to read, sign read a variety of grade-appropriate non-fiction materials independently for lifelong learning, recommend to peers suitable non-fiction materials to sign read for information, acknowledge the importance of sign reading for enjoyment and general understanding. 	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme. ● In groups, learners are guided to search for digital and print non-fiction materials. ● In pairs, learners are guided to sign read a variety of non-fiction materials. ● In pairs, learners are guided to infer the meaning of the new words and phrases used in non-fiction materials. ● Individually, learner is guided to skim through the non-fiction material for the main idea. ● Individually, learner is guided to scan the non-fiction material to obtain specific information. ● Individually, learner is guided to prepare a reading log of the reading activities of the non-fiction texts. 	<p>Why should we read non-fiction materials?</p>

Core Competencies to be developed:

- Self-efficacy is strengthened as learners read a variety of non-fiction material to inculcate a reading culture.
- Learning to Learn: Learner develops the skill of carrying out research as they search for digital and print non-fiction materials using electronic gadgets.

Pertinent and Contemporary Issues (PCIs)

Life skills: self-awareness is developed through the learner's own choice of non-fiction materials to interact with.

Values:

Responsibility: is enhanced as learners prepare and keep a reading log of the reading activities of the non-fiction texts.

Link to other Subjects

The learner is able to relate extensive sign reading skills to their learning in Creative Arts and Sports.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>11.3 Grammar in Use</p>	<p>11.3.1 Formation of adjectives (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise adjectives from a text,</p> <p>b) recognize signs of vocabulary related to adjectives formed from nouns and verbs for effective communication,</p> <p>c) construct simple sentences using the adjectives formed</p> <p>d) appreciate the value of proper use of adjectives.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to adjectives formed from nouns and verbs. ● In groups, learners are guided to observe a signed poem or passage from the teacher and pick out signs of adjectives formed from nouns and verbs. ● In pairs, learners are guided to read a given passage and identify adjectives formed from nouns and verbs. ● In pairs, learners are guided to form adjectives using nouns and verbs. ● In pairs, learners are guided to fingerspell and sign the adjectives formed using nouns and verbs. ● In pairs, learners are guided to construct simple signed sentences using the adjectives formed. ● In pairs, learners are guided to write the simple signed sentences using the adjectives formed. 	<p>How are adjectives formed from verbs?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to engage in language games such as scrabble, puzzle code words, and guessing games. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops signing skills as they sign vocabulary related to adjectives formed from nouns and verbs. ● Digital Literacy: Learner develops the skill of interacting with digital devices as they search and watch online tutorials on adjectives to develop their interest in the theme. 				
<p>Pertinent and Contemporary Issues (PCIs) Citizenship: is inculcated as learners engage in the formation of adjectives and the construction of sentences in pairs and groups.</p>				
<p>Values: Love: is enhanced as learners respect others opinions as they work in pairs and groups.</p>				
<p>Link to other Subjects The learner relates the concept of adjectives to their learning in Kiswahili.</p>				
<p>Suggested Learning Resources Word cards, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Sign Reading	11..4.1 Intensive sign reading: Dilemma Narratives (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to dilemma narratives for effective communication,</p> <p>b) describe the characters in a given dilemma narrative,</p> <p>c) recognise a closing formula as a feature of dilemma narratives,</p> <p>d) relate the lessons learnt in the dilemma narrative to real life experiences,</p> <p>e) appreciate the lessons learnt from the dilemma narrative for literary appreciation.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to dilemma narratives. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to dilemma narratives. ● In pairs, learners are guided to sign read the dilemma narrative in a given text and describe the characters. ● In pairs, learners are guided to identify a closing formula as a feature of dilemma narratives. ● In groups, learners are guided to discuss what makes dilemma narratives interesting. . (Ensure the seating arrangements provides equal access to the signed information) ● In groups, learners are guided to dramatise parts of the dilemma narrative. 	<p>Why is it important to study dilemma narrative?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to draw a chart showing the sequence of events in the dilemma narrative. ● In pairs, learners are guided to search online and watch an adaptation of a dilemma narrative. <p>In groups, learners are guided to relate the lessons learnt from the dilemma narrative to real life experiences.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self Efficacy: Learner develops the skill of self awareness as they dramatise parts of the dilemma narrative 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Life skills: are enhanced as learners describe and relate the characters to real life situations in groups. 				
<p>Values</p> <ul style="list-style-type: none"> ● Respect: is enhanced as learner understands and appreciates others as they carry out group discussions 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● The learner is able to relate the concept of narratives to their learning in Creative Arts and Kiswahili. 				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, digital devices.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.5 Writing	11.5.1 Spelling antonyms, synonyms, and numbers (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of antonyms, synonyms, and numbers in words from a selected text, b) use antonyms, synonyms, and numbers in words correctly in writing, c) appreciate the usage of antonyms, synonyms, and numbers in words in effective writing.	<ul style="list-style-type: none"> ● In groups, learners are guided to sign read a text with antonyms, synonyms, and numbers in words from print and non-print sources. ● In pairs, learners are guided to identify, fingerspell and sign the antonyms, synonyms, and numbers in words from a selected text . ● In groups, learner is guided to observe a signed dictation of a text with antonyms and synonyms, and write them down. ● In pairs, learners are guided to search for antonyms and synonyms from books in groups, newspapers and the internet, and compile a list. ● In pairs, learners are guided to write a list of antonyms and synonyms and exchange them for assessment. 	<ol style="list-style-type: none"> 1. Why is it important to tell the synonyms and antonyms of words? 2. Why is it important to write numbers in words?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of interacting with digital technology as they search for more antonyms and synonyms from the internet. ● Communication and Collaboration: Learner develops writing skills as they write a list of antonyms and synonyms and, in pairs, exchange for assessment. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: is improved as learners use antonyms, synonyms, and figures in words correctly in writing. 				
<p>Values:</p>				

- Unity: is cultivated as learners strive to achieve common goals as search for more examples of antonyms and synonyms in groups.

Link to other subjects

The learner relates the concepts of antonyms, synonyms and writing of numbers to other learning areas such as Kiswahili, Mathematics and Integrated Science.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, digital devices.

THEME 12.0: TRADITIONAL FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>12.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>12.1.1 Listening and Observing Respond: Views/ Opinions (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) list ways of expressing views/opinions in different contexts,</p> <p>c) use different expressions that indicate own views/opinions in a given text,</p> <p>d) acknowledge the value of one’s views/opinions as a lifelong skill in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign vocabulary related to the theme, ● In groups, learners are guided to search online and offline for the narratives related to the theme and identify different ways of expressing views/opinions. ● Learners who are Hard of Hearing are guided to listen to an oral narrative[supported by sign language interpretation] and identify the different ways used to express opinions/views. ● Learner who is Deaf is guided to observe a signed narrative and identify the different ways used to express opinions/views. ● In groups, learners are guided to role play the different characters in the narrative and bring out different ways of expressing opinions/views. ● In pairs, learners are guided to explain their feelings towards 	<ol style="list-style-type: none"> 1. How are opinions expressed? 2. Why is it important to express one’s opinion? 3. How can expressing opinions/views affect relationships?

			<p>issues raised in the trickster narrative.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to write on a chart the words they have used to describe their feelings. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learners reflect on their own work as they discuss various views/opinions. ● Digital literacy: Learners interact with digital technology when searching online and listening or observing an oral narrative from digital gadgets. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication: is enriched as learners explore and express their views/opinions on different subjects. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners understand and appreciate others expressing opinions during group activities. ● Unity: is inculcated as learners take turns in activities and engaging in group work. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the observing and listening skills to their learning in Kiswahili or Kenya Sign Language</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>12.2 Sign Reading</p>	<p>12.2.1 Intensive Sign Reading-Comprehension</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) identify the main ideas in a text,</p> <p>c) use contextual clues to infer the meaning of words in a text,</p> <p>d) describe characters, ideas, or events in a text,</p> <p>e) summarise information from a short text,</p> <p>f) appreciate the importance of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip related to the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate sign vocabulary related traditional fashion. ● In groups, learners are guided to use digital devices to download and share texts with mental images from the texts and draw conclusions. ● In pairs, learners are guided to sign read a passage individually, and identify keywords in the passage. ● In pairs, learners are guided to infer the meaning of words using contextual clues. ● In groups, learners are guided to choose descriptive parts of the passage on traditional fashion and share the vivid images created in their mind. ● In pairs, learners are guided to describe characters, ideas, or events in a text. ● In groups, learners are guided to role-play the characters and events in the text. 	<p>How can we tell the meaning of words and phrases in a text?</p>

			<ul style="list-style-type: none"> ● In pairs, learners are guided to use contextual clues to decipher the meaning of words. ● In pairs, learners are guided to answer questions based on the passage. ● In groups, learners are guided to give an appropriate title to a signed or captioned story or passage. ● In pairs, learners are guided to summarise information from a short text. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: Learner develops open mindedness and creativity as learners visualise characters, events, and places. ● Imagination: Learner makes observations as they gain new perspectives as they use contextual clues to infer the meanings of words. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness: is instilled as learners visualise pictures of ideas or events in a text. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is reinforced as learners help each other to role-play characters, events and answer questions. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skill of intensive sign reading to their learning in all other subjects such as Creative Arts and Sports.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 Lesson)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from put, come and give in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to sign read a text and identify the phrasal verbs formed from put, come and give. ● In groups, are guided to use digital devices to search online and use charts for meanings of the phrasal verbs they have identified. ● In pairs, learners are guided to fill in blanks in a text using the most appropriate phrasal verb. ● In groups, learners are guided to use digital devices to search on the internet for more examples of phrasal verbs. ● In pairs, learners are guided to construct sentences using the phrasal verbs. 	<ol style="list-style-type: none"> 1. How are phrasal verbs formed? 2. Why should we use Phrasal Verbs correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration : Learner develops the skill of speaking or signing when they speak or sign clearly as they interact to enhance their knowledge of phrasal verbs. ● Self-efficacy: Learner develops self- efficacy skills as they identify and state what they find difficult to do and why. 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication: is improved when learners refine their ability to communicate by using phrasal verbs correctly.</p>				
<p>Values: Cohesion: is achieved as learners work in groups to foster unity.</p>				
<p>Link to other Subjects The learner is able to link the concept of phrasal verbs in learning similar concepts in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>12.4 Sign Reading</p>	<p>12.4.1 Class Reader: Main Ideas</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main ideas in the section sign read in the text, b) discuss the lessons learnt from the text, c) relate the lessons learnt to real life experiences, d) appreciate the role of literature in fostering critical thinking.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to read or sign read a section of the text in turns and dramatise the events. ● In groups, learners are guided to discuss the main ideas in the sections read in the text in groups.(Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to relate the lessons learnt from the section read to real life experiences in groups ● In groups, learners are guided to draw a chart showing the sequence of the main events in the section read or sign read. ● In groups, learners are guided to use digital devices to search online and watch a signed dramatisation of the section read or sign read. 	<p>Why do people read storybooks?</p>

Core Competencies to be developed:

- Self-efficacy: Learners' self-awareness skill is improved as they acquire literary analysis skills.
- Creativity and Imagination: Learners develop teamwork skills as they undertake group discussions and role-play to enhance creativity.
- Critical thinking and problem solving : Learners make connections as they relate the lessons learnt from the section read to real life experiences.

Pertinent Contemporary Issues (PCIs):

- Self-awareness: is enhanced as learners relate the story to real life experiences.
- Social cohesion : is cultivated as learners work in groups thus creating a sense of oneness.

Values:

- Peaceful coexistence: is nurtured as learners resolves differences amicably as they discuss in groups.
- Love: is reinforced as learners put the interest of others before their own interest as they work in groups. i

Link to other Subjects

Reading and analysis of class readers is done in Kiswahili and Creative Arts

Suggested Learning Resources

Class readers,Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.5 Writing	12.5.1 The writing Process: Dialogues (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline the format of a dialogue b) apply the writing process in writing a dialogue c) acknowledge the importance of the writing process in acquiring good writing skills. 	<ul style="list-style-type: none"> ● In groups, learners are guided to use digital devices to search online and offline for an example of a dialogue ● In groups, learners are guided to dramatise the identified dialogue ● In groups, discuss the format of the dialogue they have identified. (Ensure the seating arrangement supports equal access to signed information). ● Individually, learner is guided to fill in missing words in a set dialogue on traditional fashion. ● In pairs, learners are guided to discuss the correctness of the words they have used. (Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to create a rough draft of a short dialogue using the format they have identified ● In groups, , learners are guided to edit each other’s dialogue to check for repetition, clarity, grammar, spelling and punctuation. ● In pairs, learners are guided to revise the dialogue. ● In groups, learners are guided to publish the final product for assessment by sharing the samples of well written dialogue with others in class. 	<p>How is dialogue and a narrative composition different?</p>

Core Competencies to be developed:

- Communication and collaboration: Learners develop writing skills as they write clearly and in an organised manner, as they work together to acquire skills in good writing for effective communication.

Pertinent and Contemporary Issues (PCIs):

- Effective communication: Is enhanced as learners communicate effectively through writing.

Values:

- Responsibility is instilled as learners learn how to dress decently and respectfully.
- Unity is achieved as learners work together to generate ideas for writing tasks.

Link to other Subjects

- The learner is able to apply the writing process to their learning in all other learning areas such as Pre-Technical Studies, Kiswahili

Suggested Learning Resources

Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices. encyclopaedia

THEME 13.0: LAND TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>13.1.1 Observing Signed Comprehension : Observing Extensively (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication,, b) identify the key issues raised in songs addressing land travel, c) listen attentively to songs on land travel(HoH), d) observe keenly signed songs on land travel(Deaf), e) use signs of vocabulary identified from songs on land travel correctly, f) acknowledge the importance of extensive listening and observing keenly in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on land travel. ● In pairs, learners are guided to identify, fingerspell and articulate sign vocabulary related to land travel. ● Learners who are Hard of Hearing are guided to observe as they listen to signed songs on local and international land travel from signed audio visual recordings. ● Learners who is Deaf are guided to observe signed songs on local and international land travel from signed audio visual recordings. ● In pairs, learners are guided to respond to comprehension questions on key issues raised in the signed song. ● In pairs, learners are guided to pick out key issues raised from a song signed sung by the teacher or resource person on land travel. ● In pairs, learners are guided to share ideas on the key issues addressed in the 	<ol style="list-style-type: none"> 1. How can we tell the main message in a song? 2. How can we draw meanings from the words used in a song? 3. How are songs made interesting?

			<p>signed songs they have observed and listened to using wall charts.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to identify signs of vocabulary used in signed songs on land travel and infer their meaning from context. ● In groups, learners are guided to construct signed or oral sentences using the vocabulary learnt. ● In groups, learners are guided to sign sing choral songs on land travel. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner develops the skill of interacting with digital technology as they manipulate digital tools while observing signed songs from captioned audio-visual recordings and respond to them. ● Citizenship: Learner develops the skill of national and cultural identity skills as they observe signed songs on land travel and infer their meaning from context. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: is strengthened as learners learn to listen and observe attentively and critically. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: is reinforced as learners develops awareness as they observe and listen to signed songs on local and international land travel. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● The learner is able to relate listening and observing skills to their learning in Kiswahili, Kenya Sign Language, Social studies. 				
<p>Suggested Learning Resources Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Sign Reading	13.2.1 Intensive Sign Reading: Comprehension Strategies (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify key ideas from a passage, c) summarise key ideas from a passage, d) create mental images from the events in a passage, e) deduce the meaning of words from context, f) respond to factual and inferential questions correctly from the passage, g) acknowledge the importance of comprehension strategies in effective reading. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on land travel. ● In pairs, learners are guided to identify, fingerspell and articulate sign vocabulary related to land travel. ● In pairs, learners are guided to sign read selected grade-appropriate passages on issues related to land travel, such as safety and security from print and online sources. ● In groups, learners are guided to discuss opinions formed about the characters or ideas presented in the passage. ● In pairs, learners are guided to infer the meaning of words based on how they have been used in the passage. ● Individually or in pairs, learners are is guided to complete signed, oral and written exercises using the vocabulary learnt. 	<p>How do you get the meaning of words from a passage?</p>

			<ul style="list-style-type: none"> ● Individually, learner is guided to answer factual and inferential questions from the passages, both orally or signed, and in writing. ● Individually, learner is guided to summarise key ideas presented in the passages by paraphrasing. ● In groups, learners are guided to retell sections of the passage.(Ensure the seating arrangement supports equal access to signed information). 	
<p>Core competencies developed:</p> <ul style="list-style-type: none"> ● Self Efficacy: Learner develops the skill of effective communication as they summarise key ideas presented in the passages by paraphrasing. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Safety and security: is reinforced as learners sign read and respond to texts on safe and secure land travel. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is nurtured as learners take care of the digital devices as they search for information from online sources. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skill of intensive sign reading to their learning in all other subjects.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Grammar in Use	13.3.1 Sentences: Simple Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) advocate the importance of using a variety of sentences in communication.	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to listen keenly a poem or a story on land travel and write down all the simple sentences that feature in the sign read texts. ● In groups, learners who are Deaf are guided to observe keenly a sign-read poem or a story on land travel and write down all the simple sentences that feature in the sign read texts. ● In groups, learners are guided to sign read a print or non-print text on land travel and identify the simple sentences. ● In groups, learners are guided to tell a chain story featuring simple sentences. ● In groups, learners are guided to complete a substitution table featuring simple sentences. ● In pairs, learners are guided to complete a mind map to practise the construction of simple sentences. ● Individually, learner is guided to write a short dialogue using simple sentences and share it with peers online and offline. 	How do you determine what to include in a sentence?

Core competencies to be developed:

Communication and Collaboration: are improved as learners speak and sign clearly and effectively by making points in a logical order.

Pertinent and Contemporary Issues (PCIs)

Environmental Education: is achieved as learners discuss the theme of land travel.

Values:

Respect: is enhanced as learners write a short dialogue using simple sentences and share it with peers online and offline.

Link to other Subjects

The learner is able to relate the skill of constructing simple sentences to their learning in Kiswahili or Kenya Sign Language

Suggested Learning Resources

Word cards, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Sign Reading	13.4.1 Signed Oral Literature: Praise Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify the purpose and occasions for which praise songs are performed, c) perform praise songs sung in their immediate environment d) collaborate with peers in performing the praise songs, e) appreciate the purpose of praise songs in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on land travel. ● In pairs, learners are guided to identify, fingerspell and articulate sign vocabulary related to land travel. ● In groups, learners are guided to observe and listen to praise songs from signed or captioned audio-visual sources or from a resource person. ● In groups, learners are guided to discuss as they sign the relationship between the singer and the person being praised in praise songs, ● In groups, learners are guided to identify and discuss the purpose of the praise songs they have observed or listened to. .(Ensure the seating arrangement supports equal access to signed information). ● In pairs, learners are guided to share ideas on the relationship between the singer and the person being praised in the praise songs they have observed or listened to. ● In groups, learners are guided to identify a praise song sung in their immediate environment. 	<ol style="list-style-type: none"> 1. Why do we sing? 2. How do songs portray people’s character?

			<ul style="list-style-type: none"> ● In groups, learners are guided to practise sign singing the praise song identified from their immediate environment. ● In groups, learners are guided to present praise songs to the class and share experiences. ● In groups, learners are guided to discuss the character traits of the singer(s) as brought out in the praise song(s). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: Learner develops the skill of self awareness as they share experiences while discussing what they found difficult in praise songs. ● Creativity and imagination: Learner develops the skill of making observations as they gain new perspectives on how to perform praise songs. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Life skills: are inculcated as learners identify and perform praise songs sung in their immediate environment. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is enhanced as learners perform praise songs in groups and respect each other's roles. 				
<p>Link to other Subjects</p> <p>The learner relates oral literature skills to their learning in creative arts.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.5 Writing	13.5.1 Creative Writing: Narrative Composition (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain the meaning of specified idioms in context,</p> <p>b) create well-written narrative compositions using the specified idioms,</p> <p>c) appreciate the role of idioms in creative writing.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on land travel. ● In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to land travel. ● In groups, learners are guided to brainstorm on the reason creative writers use idiomatic expressions in writing. ● In groups, learners are guided to explain situations that call for the use of the following idiomatic expressions: <ul style="list-style-type: none"> ○ biting off more than you can chew ○ own up to something ○ having a lot on your plate ○ call it a day ○ piece of cake ○ hold your tongue ● In pairs, learners are guided to confirm the meaning of the idiomatic expressions from print and online dictionaries. ● In pairs, learners are guided to practise using the idiomatic expressions in sentences. ● In groups, learners are guided to plan a narrative composition incorporating the specified idiomatic expression on the theme of land travel. ● Individually, learner is guided to write a narrative composition. 	1.How can you make a story memorable?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to peer review each other's work and revise as per the suggestions given. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and Problem Solving: Learner develops the skill of open mindedness and creativity as they seek advice to help solve the problem as peers review each other's work and revise as per the suggestions given ● Digital literacy: Learners develop the skill of creating with technology as they use digital devices to effectively accomplish their own tasks by confirming the meaning of the idiomatic expressions from online dictionaries. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: is enriched when learners engage in writing narrative compositions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is enhanced as learners display honesty while discussing and use the idiomatic expressions in writing. 				
<p>Link to other Subjects</p> <p>The learner relates creative writing skills to their learning to creative arts and sports.</p>				
<p>Suggested Learning Resources</p> <p>Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

THEME 14.0: SPORTS - OUTDOOR GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>14.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>14.1.1 Articulation of: Consonant Letter Sounds and articulation of signs with body language and facial expression. (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter sounds v, f, n and ng/ŋ/ from a text,</p> <p>b) articulate words with the target letter sounds /v/, /f/, /n/ and ng /ŋ/ in sentences,</p> <p>c) use correct body language with facial expressions(intonation) for yes/no and wh-questions in varied contexts,</p> <p>d) appreciate the importance of correct body language with facial expressions in a conversation.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to search from print and non-print sources for tongue twisters with some of the target letter sounds and say as they sign them for enjoyment. ● In groups, learners who are Hard of Hearing are guided to watch a video recording or conversation (supported by sign language interpretation) on outdoor games and group the words in a table according to the following target letter sounds: v/ as in very; /f/ as in ferry /n/ as in been an /ŋ/ as in being. ● In groups, learners who are Deaf are guided to watch a video recording or a conversation (supported by sign language interpretation) on outdoor games and group the words in a table according to the following target letter sounds: v/ as in very; /f/ as in ferry /n/ as in been an /ŋ/ as in being. ● In groups, learners who are Hard of Hearing are guided to listen to as they observe and model native speaker clips with the target letter sounds in words. ● In groups, learners who are Deaf are guided to observe and model signed native speaker clips with the target letter sounds in words. 	<ol style="list-style-type: none"> 1. Why should people pronounce and articulate signs or fingerspell words correctly? 2. How can one learn to pronounce and articulate signs or fingerspell words correctly?

			<ul style="list-style-type: none"> ● In groups, learners are guided to practise articulation of words with the target letter sounds and record themselves. ● In groups, learners are guided to share the clips for peer review. ● In groups, learners who are guided to Hard of Hearing listen to as they observe an audio-visual or a dramatised conversation on outdoor games in which Yes/No and WH- questions are used and point out whether a rising or falling intonation or varying body language with facial expressions are used. ● In groups, learners who are Deaf are guided to observe a signed audio-visual or a dramatised conversation on outdoor games in which Yes/No and WH- questions are used and point out whether a rising or falling intonation or varying body language with facial expressions are used. ● In groups, learners are guided to practise articulation of Yes/No and WH- questions with the correct facial expressions, gestures and appropriate body language in dialogues. ● In groups, learners are guided to write, dramatise and record a signed dialogue using words with the target letter sounds as well as Yes/ No and WH- questions and share with peers for review. 	
--	--	--	--	--

Core Competencies to be developed:

- Digital literacy: Learner interacts with digital technology as they demonstrate digital literacy by recording themselves and sharing dramatised signed dialogues.
- Self-efficacy: Learner develops self awareness and planning skills as they work independently documenting their successes when writing and dramatising the conversations.

Pertinent and Contemporary Issues (PCIs)

- Health Education – Body fitness is enhanced as learners listen to dramatised conversations on outdoor games.

Values:

- Peace: Is achieved as learners discuss proper pronunciation and accommodate those who cannot pronounce or sign well due to mother tongue or other influences.
- Respect is enhanced as learners learn to ask and answer yes/no and which questions politely.

Link to other Subjects

The learner relates the concept of Articulation of Consonant Letter Sounds and articulation of signs with body language and facial expression to their learning in Kiswahili and other subjects.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Sign Reading	14.2.1 Study Skills: Summarising (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify the main ideas in texts, c) write a summary of ideas from varied texts, d) appreciate the importance of summarising information in a given context. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration with vocabulary related to sports-outdoor activities ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to sports outdoor activities. ● In groups, learners are guided to brainstorm on the steps to follow when writing a summary of a text. ● In pairs, learners are guided to sign read a print or non-print text on varied issues, including outdoor games, and underline the main ideas. ● Individually, learner is guided to make notes from the underlined sentences and use them to make a rough draft. ● Individually, learner is guided to use the rough draft to make a fair copy. ● In pairs, learners are guided to share the summaries through charts for peer review. ● In groups, learners are guided to check and make corrections on the written summarised pieces. ● In pairs, learner is guided to discuss the purpose of making summaries. 	<ol style="list-style-type: none"> 1. How do we identify the main ideas from a text? 2. Why is it important to summarise information?

Core competencies to be developed:

- Learning to learn: Learners organise their own learning as they actively participate in summarising excerpts as well as making presentations for peer review.
- Communication and Collaboration: Learners develop writing skills as they actively engage in collaborative experiences, both within pairs and small groups, to brainstorm on the steps to follow when writing a summary of a text.

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education: is enhanced as learners make decisions when selecting which content to pick or leave out in summary writing.

Values:

- Responsibility: is enhanced as learners underline the main ideas in the text that they are assigned.

Link to other Subjects

- The learner is able to relate summary as a skill to their learning Social Studies, Religious Education, and in Agriculture and Nutrition

Suggested Learning Resources

Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Grammar in Use	14.3.1 Sentences: Subject-Verb Agreement (2Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the subject and the verb in sentences, b) construct sentences ensuring subject-verb agreement, c) affirm the importance of subject-verb agreement in sentences. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration, or signed video clips of verbs and practise signing them. ● In pairs, learners are guided to sign read texts on varied topics such as outdoor games and identify the subject and verbs in the sentences. ● In groups, learners are guided to brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person. ● In pairs, learners are guided to sign read sentences and label subject-verb agreement in them. ● In groups, learners are guided to make signed sentences based on outdoor sports in which the rule of subject-verb agreement has been applied. ● In pairs, the learner is guided to share the sentences in charts for peer review. ● In pairs, learners are guided to pair signed verbs with their corresponding subjects. 	Why should we follow rules when constructing a sentence?

Core Competencies to be developed:

- Self-efficacy: Learner independently constructs the correct sentences which have subject-verb agreement .
- Communication and Collaboration: Learner actively engages in collaborative experiences, both within pairs and small groups, to brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person

Pertinent and Contemporary Issues (PCIs):

- Life Skills Education : Problem solving skill is achieved as learners come up with sentences in which subject-verb agreement has been correctly used. This helps sort out communication hitches.

Values:

- Integrity: is enhanced as learners openly share ideas of agreement.

Link to other Subjects

The learner relates the skill of constructing sentences to their learning in Kiswahili and Kenya Sign Language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Sign Reading	14.4.1 Class reader: Features of style (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes, and metaphors in the text, b) use the styles of dialogue, similes, and metaphors in guided contexts, c) appreciate the importance of style in a work of art.	<ul style="list-style-type: none"> ● In groups, learners are guided to search online and offline for examples of dialogue, similes, and metaphors in stories and share them with the rest of the class. ● In pairs, the learner is guided to sign read the class reader and identify with illustrations instances of dialogue, similes, and metaphors in the text, and display their work on the class notice boards. ● In groups, learners are guided to role-play selected dialogues from the class reader and record themselves for video sharing and review. ● In pairs, learners are guided to make sentences using the similes and metaphors identified from the text. ● In groups, learner is guided to discuss instances in real life where dialogues, similes, and metaphors can be used.(Ensure the seating arrangement supports equal access to signed information). 	<ol style="list-style-type: none"> 1. How can we convey a message more effectively? 2. Why do we use similes and metaphors?

Core Competencies to be developed:

- Self-efficacy: Learners develop negotiation skills as they hold a discussion on instances in real life where dialogues, similes, and metaphors can be used.
- Learning to learn: Learners develop the skill of organising own work as they record and share videos role playing selected dialogues.

Pertinent and Contemporary Issues (PCIs)

- Critical thinking: is achieved as learners relate the features of styles to real life.

Values:

- Respect: is enhanced as learners help each other during role-play of selected dialogues.

Link to other Subjects

The learner relates features of style in the study of class readers to the learning of readers in Kiswahili.

Suggested Learning Resources

Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
14.5 Writing	14.5.1 Creative Writing: Descriptive Writing (200 – 240 words) (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of a person, a thing, or a place that can be described, b) articulate signs of vocabulary related to features of a person, thing or place, c) write a descriptive composition on a given subject, d) underscore the importance of creative writing in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of signs related to features of a person, thing or place and sign them. ● In pairs, learners are guided to view videos or pictures of people, things or places and list the features of each that can be described in an essay. ● In pairs, learners are guided to search online and offline for words and expressions that can be used to describe different features like weather emotions, events, and characters and sign them. ● In groups, the learners are guided to explain the difference between descriptive writing and other forms of writing. ● In groups, the learners are guided to read samples of descriptive essays and classify the features that are described and the expressions used in a graphic form for sharing. ● Individually, learner is guided to create a descriptive composition of between 200 to 240 words on an 	<ol style="list-style-type: none"> 1. How can you describe your best friend? 2. How can you describe some things in your school?

			interesting topic like outdoor sports and display it in a gallery for peer review and revision.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learner makes observations as they write the descriptive composition clearly and creatively. ● Collaboration: Learners engage in teamwork as they peer review of each other's work, thus improving quality. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Creative thinking: is enhanced as learners compose descriptive texts. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is enhanced as learners engage each other to view videos or pictures of people, things, or places. 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● The learner relates the concept of descriptive writing to their learning in all other learning areas. 				
<p>Suggested Learning Resources</p> <p>Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices, encyclopaedia</p>				

THEME 15.0: TOURIST ATTRACTION SITES - KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>15.1 Observing and Articulating Signs (Listening and Speaking)</p>	<p>15.1.1 Signed Oral Reports: Events within the Classroom</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) outline the organisation of an oral and signed report of events within the classroom,</p> <p>c) present an oral and report on events that occur within the classroom(HoH),</p> <p>d) present a signed report on events that occur within the classroom(Deaf),</p> <p>e) enjoy delivering and listening to oral reports in various contexts.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on tourist attractions in Kenya. ● In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to tourist attractions in Kenya. ● In groups, learners are guided to brainstorm on the content and organisation of an oral and signed report e.g. introduction, body, and conclusion. ● In pairs, the learner is guided to search online and offline the steps for conducting an oral and signed report e.g. research, compile (write), rehearse, and report (present/deliver). ● In groups, learners who are Hard of Hearing are guided to role-play methods of delivering oral reports such as clear pronunciation, voice projection tonal variation, use of non-verbal cues, and use of visuals. 	<ol style="list-style-type: none"> 1. Why should you report activities that happen in the classroom? 2. How can you make a signed report presentation interesting?(Deaf) 3. How can you make an oral report presentation interesting?(HoH)

			<ul style="list-style-type: none"> ● In groups, learners are guided to role-play methods of delivering signed reports such as clear articulation of signs while observing proper place, variation in signing speed, use of non-verbal cues, and use of visuals. ● In groups, learners who are Hard of Hearing are guided to use flashcards to prepare speaking notes for the reports. ● In groups, learners who are Deaf are guided to use flashcards to prepare signing presentation notes for the reports. ● In groups, learners who are Deaf are guided to simulate a signed report preparation and delivery procedure and video record themselves. ● Learner who is Hard of Hearing is guided to watch or listen to the recorded reports and evaluate them in terms of strengths and weaknesses. ● Learner who is Deaf is guided to watch a signed recorded report and evaluate them in terms of strengths and weaknesses. ● Learner who is Hard of Hearing is guided to prepare and present actual oral reports . ● Learner who is Deaf is guided to prepare and present actual signed reports . 	
--	--	--	---	--

			<ul style="list-style-type: none"> Individually, learner is guided to write the reports on charts and share them with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: Learner develops the skill of creating with technology as they practise their digital knowledge by searching online for report preparation and presentation skills. Critical thinking and problem solving is enhanced as learners make objective observation when evaluating the strengths and weaknesses of their peers' signed and oral reports. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Effective communication: is strengthened as learners use verbal and signing reporting skills. 				
<p>Values:</p> <ul style="list-style-type: none"> Peace: is enhanced as learner develops respect for self and others as they work in groups. 				
<p>Link to other Subjects</p> <p>The learner relates the skill of oral or signed report preparation and presentation to report presentation in Kiswahili and Religious Education.</p>				
<p>Suggested Learning Resources</p> <p>Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
15.2 Sign Reading	15.2.1 Sign Reading Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the signs of vocabulary related to the theme for effective communication, b) recognise the use of fluency strategies in the sign reading and reading process, c) apply fluency strategies while sign reading, d) appreciate the role of sign reading fluency in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on tourist attractions in Kenya. ● In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to tourist attractions in Kenya. ● In groups, learners are guided to watch and listen to videos of students sign reading fluently and discuss what makes them good sign readers. ● In groups, learners are guided to search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning, and ignoring unknown words and share with peers. ● In groups, learners are guided to watch or listen to sample sign reading clips and simulate the model sign reading as they apply sign reading strategies. ● In pairs, learners are guided to practise timed sign reading, accurate sign reading, and sign reading with expression on issues like tourist attraction sites in Kenya. 	<ol style="list-style-type: none"> 1. Why is it important to read and sign fluently? 2. How can you improve your reading fluency?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to assess peers' sign reading based on the aspects of fluency – accuracy, speed, reading. ● In groups, learners are guided to record sample readers in class and save the recordings on a digital device. ● In groups, learners are guided to discuss the importance of sign reading fluently. (Ensure the seating arrangement supports equal access to signed information). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learner develops the skill of self awareness as they gain confidence in reading by applying fluency strategies. ● Citizenship: Learner develops the skill of global awareness as they read about tourist attraction sites in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective Communication: is enhanced as learners develop competence in fluency as a reading skill. ● Environmental Education and Animal Safety: are enhanced as learners read about tourist attraction sites in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is achieved as learners display team spirit as they work in pairs to watch or listen to sample captioned audio-visual reading clips and simulate models. 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● The learner relates the skill of sign reading fluency to their learning all other subjects such as Creative Arts 				
<p>Suggested Learning Resources</p> <p>Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Adapted Course books, electronic and digital devices, encyclopaedia</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>15.3 Grammar in Use</p>	<p>15.3.1 Affirmative and Negative Sentences</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) differentiate between affirmative and negative sentences in spoken and written contexts,</p> <p>b) construct affirmative and negative sentences in varied contexts,</p> <p>c) acknowledge the expressive role of sentences in effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for the differences between affirmative and negative sentences and share them with peers. ● In groups, learners are guided to role-play a dialogue with affirmative and negative sentences and record themselves. ● In groups, learners are guided to watch or listen to a conversation (supported with sign language interpretation) on issues like tourist sites in Kenya and pick out in groups the affirmative and negative sentences. ● In pairs, learners are guided to sort jumbled up sentences into affirmative and negative sentences. ● In pairs, learners are guided to construct affirmative and negative sentences. ● In groups, learners are guided to share sentences made in the form of charts for peer review. ● Individually, learner is guided to write a short story or dialogue on an issue like tourist attraction sites 	<ol style="list-style-type: none"> 1. How do we use affirmative statements? 2. Why is it important to use the right sentence when saying something?

			in Kenya using affirmative and negative sentences.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: using critical inquiry as learners make affirmative and negative sentences on the tourist attraction sites in Kenya ● Digital literacy is developed as learners search online and offline for the differences between affirmative and negative sentences and share them with peers. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Citizenship Education is enhanced through texts on tourist sites in Kenya. ● Creative Thinking is enhanced as learners create dialogue and stories using declarative sentences. ● Friendship Formation is developed as the learners ask and answer questions and state facts with their peers 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as learners share sentences made in the form of charts for peer review ● Patriotism is enhanced as learners read texts on tourist attraction sites. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● The learner relates the concept of affirmative and negative constructions to their learning in Kiswahili or Kenya Sign Language 				
<p>Suggested Learning Resources Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Sign Reading	15.4.1 Poetry (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the subject matter of a poem, b) analyse ideas in the poem, c) reiterate the role of poetry in passing information. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to sign and recite poems for enjoyment and outline the subject matter. ● In pairs, learners are guided to search online and offline for ways of determining ideas in a poem, such as studying the title, the persona, the events, and the choice of words. ● In groups, learners are guided to discuss how the use of repetition and other styles can help bring out the ideas in the poem. ● In groups, learners are guided to pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers for review. ● In groups, learners are guided to dramatise a poem displaying ideas generated from it using placards and record their performances. 	<p>Why would you use a poem instead of a story to pass information?</p>

Core Competencies to be developed:

- Problem Solving: finding extra information as learners search online and offline for ways of determining ideas in a poem.
- Critical thinking: following simple instructions as learners dramatise a poem displaying ideas generated from it using placards and record their performances.

Pertinent and Contemporary Issues (PCIs)

- Life Skills Education: decision making enhanced as learners evaluate which ideas a poem conveys.

Values:

- Peace: enhanced as learners share their findings and provide positive feedback.

Link to other subjects:

- The learner is able to relate poetry skills to their learning in creative arts, Kiswahili and Kenya Sign Language.

Suggested Learning Resources

Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.5 Writing	15.5.1 Functional Writing: Notices and Posters (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of presenting notices and posters, b) design notices and posters on current issues, c) acknowledge the role of notices and posters in disseminating information.	<ul style="list-style-type: none"> ● In groups, learners are guided to collect posters and notices online or offline tourist attraction sites in Kenya and display them in class. ● In groups, learners are guided to brainstorm on the format for presenting notices and posters. ● In groups, learners are guided to study samples of notices and posters presented in class and label features of format. ● In groups, learners are guided to differentiate between a poster and a notice in writing. ● In groups, learners are guided to discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya. ● Individually, learner is guided to design a notice and a poster on the selected issue using the model format and display for peer review. ● Individually, learner is guided to keep the revised notice and poster in their portfolio. 	<ol style="list-style-type: none"> 1. Why are notices important in the community 2. How can one make a poster or a notice attractive?

Core Competencies to be developed:

- Learning to Learn: Organising own learning as learners design a notice and a poster on the selected issue using the model format
- Citizenship: Exploring cultural awareness and heritage as learners collect posters and notices on tourist attraction sites in Kenya

Pertinent and Contemporary Issues (PCIs)

- Effective Communication: is achieved as learners design different notices and posters on selected issues.
- Problem Solving: is enhanced as learners identify community needs to be addressed by posters.
- Patriotism: is enhanced as learners design different notices and posters on local tourist sites.

Values:

- Patriotism: is enhanced as learners design posters on tourist attraction sites and community issues.
- Responsibility: is enhanced as learners organise their learning in designing notices and posters.

Link to other Subjects

- The learner is able to relate the concept of functional writing to their learning in Social Studies

Suggested Learning Resources

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, electronic and digital devices, encyclopaedia

Assessment Rubrics for Observing and Articulating signs

<p align="center">Level</p> <p>Indicator</p>	<p align="center">Exceeds Expectation</p>	<p align="center">Meets Expectation</p>	<p align="center">Approaches Expectation</p>	<p align="center">Below Expectation</p>
<p>Ability to articulate signs of vocabulary related to theme.</p>	<p>Signs common words/ vocabulary and concepts related to theme and effectively conveys ideas and details with clarity and precision while showcasing an advanced grasp of the thematic concepts, and confidently engages in expressive signing, incorporating appropriate facial expressions and gestures that enhance the overall use of sign language.</p>	<p>Signs common words/vocabulary and concepts related to the theme effectively and conveys basic ideas accurately while expressing self using gestures and sign language in a clear and understandable manner.</p>	<p>Signs common words/ vocabulary and simple concepts related to the theme with signs that may lack some clarity, and with occasional errors that may affect the overall coherence of their communication.</p>	<p>Signs some common words/vocabulary related to the theme with a noticeable lack of clarity in their signing, minimal or inconsistent facial expressions and gestures.</p>
<p>Ability to fingerspell vocabulary with correct mouth movement</p>	<p>Fingerspells vocabulary in an accurate, consistent and proficient manner while maintaining an appropriate pace, hand formation and mouth movement allowing for clear recognition of each letter with confidence.</p>	<p>Fingerspells vocabulary in an accurate and consistent manner while maintaining an appropriate pace, hand formation and mouth movement allowing for clear recognition of each letter.</p>	<p>fingerspells vocabulary but may exhibit occasional hesitations.</p>	<p>fingerspells vocabulary but may exhibit frequent hesitations.</p>
<p>Ability to use oral narrative techniques in signed performance</p>	<p>Creatively uses oral narrative techniques in signed performance</p>	<p>Uses oral narrative techniques in signed performance</p>	<p>Uses most oral narrative techniques in signed performance</p>	<p>Uses some oral narrative techniques in signed performance</p>

Ability to distinguish between specific and general information from a signed information	Distinguishes between specific and general information from observing signed information .	Distinguishes between specific and general information from observing signed information	Sometimes distinguishes between specific and general information from observing signed information .	Distinguishes between specific and general information with prompts from observing signed information
Ability to apply turn-taking skills in different speaking or signing contexts.	Applies turn-taking skills and polite interruptions in different speaking or signing contexts at.all times	Applies turn-taking skills and polite interruptions in conversations.	Sometimes applies some turn-taking skills and polite interruptions in conversations.	Attempts to apply some turn-taking skills and polite interruptions in conversations with the assistance of peers
Ability present an oral or signed report on events	Accurately presents an oral or signed report on events	Consistently presents an oral or signed report on events	presents an oral or signed report on events	
Ability observe and respond to signed information	Consistently and accurately observes and responds to signed information with a wide range of signs, facial expressions , body language, and gestures.	Consistently observes and responds to signed information with a wide range of signs, facial expressions , body language, and gestures	Observes and responds to signed information with a wide range of signs, facial expressions , body language, and gestures.	Observes but struggles to responds to signed information with a wide range of signs, facial expressions , body language, and gestures

Assessment Rubrics for Sign Reading

<p align="center">Level</p> <p>Indicator</p>	<p align="center">Exceeds Expectation</p>	<p align="center">Meets Expectation</p>	<p align="center">Approaches Expectation</p>	<p align="center">Below Expectation</p>
<p>Ability to sign read selected materials for information and enjoyment</p>	<p>Accurately sign reads the selected materials and records experiences from the reading sessions for tracking progress.</p>	<p>Consistently sign reads the selected materials and records experiences from the reading sessions for tracking progress</p>	<p>Sign reads some of the selected materials and partially records experiences from the reading sessions for tracking progress.</p>	<p>Struggles to sign read some of the selected materials and partially records experiences from the reading sessions for tracking progress.</p>
<p>Ability to sign read a text at the right speed, accurately and with expression</p>	<p>Accurately and consistently sign reads a text at the right speed, accurately, and with expression.</p>	<p>Consistently sign reads a text at the right speed, accurately, and with expression.</p>	<p>Sign reads a text at the right speed, with some hesitations and mispronounces some sounds and words.</p>	<p>Sign reads a text at the right speed, with many hesitations and mispronounces most sounds and words.</p>
<p>Ability to identify types of information conveyed by visuals for comprehension.</p>	<p>Accurately and consistently identifies types of information conveyed by visuals for comprehension.</p>	<p>Consistently identifies types of information conveyed by visuals for comprehension.</p>	<p>Identifies some types of information conveyed by visuals for comprehension.</p>	<p>Struggles to identifies some types of information conveyed by visuals for comprehension.</p>
<p>Ability to answer direct and inferential questions from texts</p>	<p>Accurately answers direct and inferential questions from texts</p>	<p>Answers most direct and inferential questions from texts</p>	<p>Answers some direct and inferential questions from texts</p>	<p>Struggles to answer direct and inferential questions from texts.</p>

Ability to make notes from varieties of written texts.	Accurately makes clear notes from varieties of written texts.	Makes notes from varieties of written texts.	Makes some notes from varieties of written texts.	Attempts to make notes from varieties of written texts
Ability to use different expressions that indicate own views in a given text.	Uniquely uses different expressions that indicate own views in a given text with ease.	Uses different expressions that indicate own views in a given text.	Uses different expressions that indicate own views in a given text on some occasions.	Uses different expressions that indicate own views in a given text with difficulty.
Ability to sign read short poems addressing varied societal issues.	Sign reads short poems correctly addressing varied societal issues	Consistently sign reads short poems addressing varied societal issues.	Sign reads some short poems addressing varied societal issues.	Sign reads short poems addressing varied societal issues with difficulty

Assessment Rubrics for Grammar in Use

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to construct simple sentences using the adjectives formed	Creatively constructs and signs many simple sentences using adjectives formed	Constructs simple sentences using the adjectives formed	Constructs some simple sentences using the adjectives formed	Constructs a few simple sentences using the adjectives.
Ability to identify Phrasal Verbs formed from put, come and give in a given text.	Identifies all Phrasal Verbs formed from put, come and give in a given text.	Identifies most Phrasal Verbs formed from put, come and give in a given text.	Identifies some Phrasal Verbs formed from put, come and give in a given text.	Identifies Phrasal Verbs formed from put, come and give in a given text with help from others.

Ability to construct simple sentences on a variety of issues	Constructs simple sentences on a variety of issues with exceptional proficiency, demonstrating a deep understanding of sentence structure and clarity of expression.	Constructs simple sentences on a variety of issues with strong proficiency, showcasing a robust ability to construct sentences with clarity and coherence.	Constructs simple sentences on a variety of issues with basic proficiency, demonstrating a fundamental ability to create sentences, with occasional lapses in clarity or detail.	Constructs simple sentences on a variety of issues with basic proficiency, demonstrating a fundamental ability to create sentences, with many lapses in clarity or detail.
Ability to construct sentences ensuring subject-verb agreement.	Constructs sentences ensuring subject-verb agreement with exceptional proficiency, demonstrating a deep understanding of grammatical rules and consistently applying them accurately.	Constructs sentences ensuring subject-verb agreement with strong proficiency, showcasing a robust ability to create grammatically correct sentences.	Constructs sentences ensuring subject-verb agreement with basic proficiency, demonstrating a fundamental ability to create sentences with occasional lapses in agreement.	Constructs sentences ensuring subject-verb agreement but demonstrates challenges, leading to frequent errors especially in the consistent application of subject-verb agreement rules.
Ability to construct affirmative and negative sentences in varied contexts.	Constructs affirmative and negative sentences in varied contexts with exceptional proficiency, demonstrating a deep understanding of language structures and consistently providing accurate constructions.	Constructs affirmative and negative sentences in varied contexts with strong proficiency, showcasing a robust ability to use a variety of linguistic cues effectively.	Constructs affirmative and negative sentences in varied contexts with basic proficiency, demonstrating a fundamental ability to use common linguistic cues, with occasional lapses in accuracy or complexity.	
Ability to identify adverbs of time,	Identifies adverbs of time, place, and manner in texts impeccably	Identifies adverbs of time, place, and manner in texts.	Identifies some adverbs of time, place, and manner in texts.	Identifies some adverbs of time, place, and

place, and manner in texts.				manner in texts with assistance.
Ability to distinguish between personal and possessive pronouns in texts	Distinguishes between personal and possessive pronouns in texts impeccably.	Distinguishes between personal and possessive pronouns in texts avidly.	Distinguishes between personal and possessive pronouns.	Distinguishes between some personal and possessive pronouns in texts.
Ability to articulate signs of different types of prepositions,	Articulates signs of different types of prepositions confidently,	Keenly articulates signs of different types of prepositions	Articulates signs of different types of prepositions	Articulates some signs of different types of prepositions
Ability to use the conjunctions and, but and or in sentences accurately.	Confidently uses the conjunctions and, but and or in sentences accurately.	Impressively uses the conjunctions and, but and or in sentences accurately.	Uses the conjunctions and, but and or in sentences accurately.	Sometimes uses the conjunctions and, but and or in sentences accurately.
Ability to identify articles and possessives in texts	Confidently identifies articles and possessives in texts	Accurately identifies articles and possessives in texts	Identify articles and possessives in texts	Identify articles and possessives in texts

Assessment Rubrics for Writing

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recognise antonyms, synonyms, and figures in words from a selected text.	Correctly recognises the antonyms, synonyms, and numbers in words from a selected text with ease.	Consistently recognises antonyms, synonyms, and numbers in words from a selected text.	Recognises a few antonyms, synonyms, and numbers in words from a selected text.	Struggles to recognise antonyms, synonyms, and numbers in words from a selected text with the guidance of the teacher and peers.
Ability to apply the writing process in writing a dialogue.	Applies the writing process in writing a dialogue with pleasant zeal.	Applies the writing process in writing a dialogue.	Applies the writing process in writing a dialogue with the help of peers.	Has difficulty applying the writing process in writing a dialogue..
Ability to create well written narrative compositions using the specified idiomatic expressions.	Creates well-written narrative compositions using specified idiomatic expressions with exceptional proficiency, effectively integrating idioms to enhance the narrative.	Creates well-written narrative compositions using specified idiomatic expressions with strong proficiency, showcasing a robust ability to incorporate idioms into the narrative.	Creates well-written narrative compositions using specified idiomatic expressions with basic proficiency, with occasional lapses in depth or detail.	Creates well-written narrative compositions using specified idiomatic expressions but demonstrates challenges, leading to frequent errors
Ability to write a descriptive composition on a given subject.	Writes a descriptive composition on a given subject with exceptional proficiency, demonstrating a deep understanding of descriptive language and	Writes a descriptive composition on a given subject with strong proficiency, showcasing a robust ability to use descriptive language effectively.	Writes a descriptive composition on a given subject with basic proficiency, demonstrating a fundamental ability to use descriptive	Writes a descriptive composition on a given subject with basic proficiency, demonstrating a fundamental ability to use descriptive language, with many lapses in detail or coherence.

	consistently creating vivid and evocative descriptions.		language, with occasional lapses in detail or coherence.	
Ability to prepare a shopping list for use in a given context	Prepares a strikingly detailed shopping list for use in a given context	Prepares a shopping list for use in a given context	Prepares a shopping list for use in a given context with a lot of effort	Prepares a shopping list for use in a given context with a lot of difficulty

GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Brainstorm on issues/pertinent and contemporary issues in their school that need attention ● Choose a pci that needs immediate attention and explain why ● Discuss possible solutions to the identified issue ● Propose the most appropriate solution to the problem ● Discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● Develop tools for collecting the information/data ● Identify resources they need for the activity ● Collect the information/data using various means ● Develop various reporting documents on their findings ● Use the developed tools to report on their findings ● Implement project ● Collect feedback from peers and the school community regarding the csl activity 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging

		<ul style="list-style-type: none"> • Share the report on activity through various media to peers and the school community • Discuss the strengths and weaknesses of the implemented project and lessons learnt • Reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community. 	
--	--	--	--

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.

The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.
Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> ● Oral reading or dictation recitations ● Role play ● Debates ● Oral interviews ● Dialogues ● Oral discussions ● Oral presentations ● Public speaking ● Peer assessment ● Self-assessment and standardised listening assessments 	<ul style="list-style-type: none"> ● Reading aloud and Sign reading clearly ● Dictation ● Oral and Signed interviews ● Question and answer ● Learner summaries of what they read ● Learner journals ● Learner portfolios ● Peer assessment ● Self-assessment and standardised reading assessments ● Keeping a record of books read 	<ul style="list-style-type: none"> ● Tasks such as multiple choice ● Discrimination ● Gap-filling ● Short-answer ● Dialogue-completion, information gap ● Role play ● Simulation ● Matching tasks ● Substitution tables ● Word games ● Puzzles 	<ul style="list-style-type: none"> ● Learner journals ● Peer assessment ● Self-assessment ● Portfolio ● dictation ● Standardised writing assessment

APPENDIX 2 SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none"> ● Dictionaries ● Posters ● Models ● Workbooks ● Manilla papers ● Word trees ● Storybooks ● Poetry books ● Pictures and photographs ● Newspapers ● Magazines ● Junior Encyclopaedia ● Journals ● Course books ● Diorama ● Flashcards ● Word wheels ● Word puzzles ● Code words ● Charts and realia 	<ul style="list-style-type: none"> ● Digital course books ● Games ● Songs ● Digital storybooks ● Pictures and photographs ● Journals ● Electronic and digital devices ● Electronic or online dictionaries ● Flashcards ● Charts ● Video clips ● Audio-visual resources(signed or captioned) ● Other web resources

APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Observing and Articulating signs	Reading and Sign Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> ● Participation in poetry recitations during music and drama festivals ● Interclass or club debating contests ● Improve vocabulary, speech, and values through Christian union, Catholic Action, Muslim, and Hindu associations ● Come up with speeches and deliver them during prize-giving days, school assemblies, among others to enhance fluency. ● Participate in music festivals to hone communication and listening skills 	<ul style="list-style-type: none"> ● Reading news during assemblies and other school functions ● Virtual tours using Google maps and establishing the direction of various locations using Google maps ● Collecting different forms of oral literature from their community for a school magazine. ● Showcasing short plays, conversational poems, or choral verses within or without the school ● Participating in Journalism Club activities to improve reading 	<ul style="list-style-type: none"> ● Essay writing competitions on different topics ● Hot seating sessions to enhance their language competence ● Language symposiums to sharpen their language capacity ● Word-based sports or games, for example, crossword puzzles or scrabble ● Shadowing language users ● Language drills ● Announcement posters and advertising of school activities as a practise 	<ul style="list-style-type: none"> ● Essay writing competitions ● Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. ● Interclass or school Spelling contests ● Letter writing drills ● Mentorship in writing ● Report writing based on activities such as school sports and games