



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN
FOR LEARNERS WITH HEARING IMPAIRMENT

ENGLISH

GRADE 8



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2023

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 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, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade eight curriculum designs for learners with Hearing Impairment build on competencies attained by learners at Grade 8. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, 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) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade seven is the first grade of Junior school while Grade 9 is the final grade of the level in the reformed education structure.

The reviewed Grade eight curriculum furthers implementation of the CBC from Grade seven. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. 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 eight 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. They 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 eight and prepare them for smooth transition to Grade nine. Furthermore, it is my hope that teachers will use the adapted 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 and review 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)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate 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 revised Grade eight curriculum designs for learners with Hearing Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade eight curriculum designs for learners with Hearing Impairment. In relation to this, I 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 and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade eight and preparation of learners with Hearing Impairment for transition to Grade nine.

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

 - a) **Social Needs**

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

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

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

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

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION FOR 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 & Nutrition 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 skills, and logical thinking appropriately in self-expression,
2. Communicate effectively in diverse contexts,
3. Apply Digital Literacy skills appropriately for communication and learning in day-to-day life,
4. Practise hygiene, appropriate sanitation, and nutrition to promote health,
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence,

8. Demonstrate an appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
9. Manage pertinent and contemporary issues in society effectively.

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 Secondary 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 (Listening), Articulating Signs (Speaking), Sign Reading, Writing, and Grammar in Use.

By the end of 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 will be provided with appropriate varied experiences in Observing (Listening), Articulating Signs (Speaking), Sign Reading, Writing, and Grammar in Use to develop linguistic and communicative competence in signing. They will also be expected to interact with visuals, print and non-print language and literary material both in and outside the classroom. To aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand in English, 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.

The English subject will lay a firm foundation for the Deaf or Hard of Hearing learners' efficient and effective use of the English language, as a tool of 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.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. *Observe* and respond appropriately to relevant 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 works and relate them to real life experiences,
5. Develop a lifelong interest in sign reading on 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.

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 8 is an anthology of short stories. 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:

- i. will be guided to sign 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 or articulating of signs, listening or observing, sign reading, writing and grammar in use are brought to the fore;
- ii. 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
<p>Observing and Articulating signs (Listening and Speaking)</p>	<p>1.1.1 Polite Language (telephone etiquette,) 2.1.1 Signed Oral presentations-songs 3.1.1 Listening or Observing signed comprehension 4.1.1 Selective listening 5.1.1 Pronunciation or proper articulation of signs 6.1.1 Conversational skills-Disagreeing politely 7.1.1 Listening or observing for details-responding appropriately 8.1.1 Oral Narratives-myths 9.1.1 Pronunciation –sounds and stress or Proper articulation of signs in context and fingerspelling letters sounds with correct mouth movement</p> <p>10.1.1 Signed Oral Presentations 11.1.1 Interviews 12.1.1 Listening or Observing to respond-Attitude 13.1.1 Extensive Listening or Observing -poems 14.1.1 Pronunciation and Intonation or Proper articulation of signs with variation of facial expressions and body language -silent consonant letter sounds 15.1.1 Signed Oral reports-Events</p>	<p>30 Lessons</p>

<p>Sign Reading 1 and 2</p>	<p>Sign Reading 1 1.2.1 Independent reading 2.2.1 Simple poems 3.2.1 Intensive reading-given texts 4.2.1 Intensive reading-reading strategies 5.2.1 Study skills-Reference materials 6.2.1 Reading fluency-poem 7.2.1 Intensive reading-Visuals 8.2.1 Intensive reading- Poem 9.2.1 Extensive reading- fiction -Characters 10.2.1 Study skills –note making 11.2.1 Extensive Reading-Non-fiction materials 12.2.1 Reading comprehension 13.2.1 Intensive Reading -Comprehension strategies 14.2.1 Study skills –summary and note making 15.2.1 Reading Fluency</p> <p>Reading 2 1.4.1 Intensive reading-class reader –sequencing events 2.4.1 Class reader-Setting(time and place) 3.4.1 Intensive reading- Poetry 4.4.1 Class reader -characters 5.4.1 Class reader –Style (dialogue and repetition) 6.4.1 Class reader-Main Idea 7.4.1 Class Reader- Relationship between characters 8.4.1 Intensive reading-Poetry 9.4.1 Intensive reading-Similes and Metaphors</p>	<p>60 Lessons</p>
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	<p>10.4.1 Class reader-relating events to real life</p> <p>11.4.1 Class reader- Lessons learnt</p> <p>12.4.1 Class reader-writing about characters</p> <p>13.4.1 Class reader –Style(personification, flashback)</p> <p>14.4.1 Class reader- Relating ideas to real life</p> <p>15.4.1 Poems</p>	
Grammar	<p>1.3.1 Word classes – Compound Nouns</p> <p>2.3.1 Word classes- Collective Nouns</p> <p>3.3.1 Primary auxiliaries</p> <p>4.3.1 Verbs and tense</p> <p>5.3.1 Adjectives</p> <p>6.3.1 Adverbs</p> <p>7.3.1 Pronouns</p> <p>8.3.1 Simple prepositions</p> <p>9.3.1 Conjunctions</p> <p>10.3.1 Determiners and Quantifiers</p> <p>11.3.1 Adverbs</p> <p>12.3.1 Adverbs</p> <p>13.3.1 Compound Sentences</p> <p>14.3.1 Active and Passive voice</p> <p>15.3.1 Interrogative Sentences</p>	30 Lessons

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	
TOTAL		150 Lessons

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

STRANDS _____

1. Observing and Articulating signs (Listening and Speaking)
2. Sign Reading
3. Grammar in Use
4. Writing

THEMES

In the Grade Eight English Curriculum, the following themes will facilitate the learning of English in context:

1. Human Rights
2. Scientific Innovations
3. Pollution
4. Consumer Roles and Responsibilities
5. Relationships: Peers
6. Rehabilitation
7. Natural Resources: Wildlife
8. Tourism: Domestic
9. Heroes and Heroines: Africa
10. Art
11. Choosing A Career
12. Modern Fashion
13. Consumer Protection
14. Sports: Olympics
15. Tourist Attraction Sites – Africa

THEME 1: HUMAN RIGHTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.1 Observing and Articulating signs (Listening and Speaking)	1.1.1 Polite Language: Telephone Etiquette (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, identify signs of polite words and phrases in signed telephone conversations, conduct a signed telephone conversation using signs of polite words and expressions, acknowledge the significance of etiquette in signed telephone conversations. 	<ul style="list-style-type: none"> ● In groups, learners are guided to use print and nonprint print media to identify vocabulary related to human rights. ● In pairs, learners are guided to fingerspell and sign the identified vocabulary related to human rights. ● Learner who is Hard of Hearing is guided to listen keenly and identify words and phrases that indicate polite language in a telephone conversation from a digital device. ● Learner who is Deaf is guided to observe a signed telephone conversation and identify signs of words and phrases that indicate polite language. ● In pairs, learners are guided to role-play a signed telephone dialogue on human rights using polite language. 	<ol style="list-style-type: none"> Why should one be polite when speaking or articulating signs over the telephone ? How do we ensure politeness in a telephone conversion?

			<ul style="list-style-type: none"> ● In groups, learners are guided to match polite signed telephone conversation expressions with appropriate responses from the cards provided. ● In groups, learners are guided to practise leaving and taking signed telephone messages over the phone using polite language on a caller card. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: signing and observing skills as the learners carry out signed telephone conversations. ● Digital literacy: skill of connecting with technology while making signed telephone calls under the guidance of the teacher. 				
<p>Values: Respect: is inculcated as learners display patience while taking turns during telephone conversations.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion: is developed as the learner uses polite language when communicating over the phone.</p>				
<p>Link to other subjects: Use of polite language is taught in other languages like Kenya Sign Language and Kiswahili. It is also emphasized in Religious Education.</p>				
<p>Suggested Learning Resources: Signed audio visual clips, caller cards, adapted course books for learners with Hearing Impairment, charts, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.2 Sign Reading	1.2.1 Extensive Sign Reading: Independent Reading (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of terms related to the theme, b) identify print and non-print texts that are interesting to sign read, c) sign read a range of texts for information, d) appreciate the importance of sign reading for enjoyment. 	<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 Human rights. ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to Human rights. ● In groups, learners are guided to skim through grade-appropriate print and electronic reading materials. ● In groups, learners are guided to scan grade-appropriate print and electronic reading materials. ● In pairs, learners are guided to sign read materials on human rights at their pace within a specified period. ● In groups, learners are guided to discuss what they have sign read (Ensure the seating arrangement supports equal access to signed information). 	Why should one read, or sign read widely?

			<ul style="list-style-type: none"> ● In groups, learners are guided to write down the main ideas in the texts they have sign read. ● In pairs, learners are guided to use a dictionary to look up the meaning of vocabulary acquired from <i>independent reading</i>. ● Individually, learner is guided to infer the meaning of words as used in the texts. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self–efficacy: learner develops the skill of self-awareness and planning as they independently choose the texts to read. ● Learning to learn: assertiveness and independence is developed when learners select reading materials. 				
<p>Values: Responsibility: the learner offers leadership and guidance to others as they help each other in selecting the reading materials.</p>				
<p>Pertinent and Contemporary Issues: Decision-making as the learner chooses what to read extensively from a variety of materials.</p>				
<p>Link to other subjects: The learner relates the concept of human rights to the study of other learning areas such as Social Studies which handles human rights as a pertinent issue.</p>				
<p>Suggested Learning Resources: Print and electronic reading materials, adapted course books for learners with Hearing Impairment, dictionary</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar in Use	1.3.1 Word classes: Compound Nouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify signs of compound nouns in a text, b) use compound nouns in their singular and plural forms, c) appreciate the importance of compound nouns in communication.	<ul style="list-style-type: none"> ● Individually, learner is guided to keenly observe a signed audio-visual recording on human rights. ● In groups, learners are guided to identify, fingerspell and sign the compound nouns used in the text. ● In pairs, learners are guided to categorise compound nouns into two-word or three-word nouns from a given list. ● In groups, learners are guided to form separate and hyphenated compound nouns by combining two or more words. ● In groups, learners are guided to form plurals of compound nouns from a completion table. ● In groups, learners are guided to fingerspell and sign plurals of compound nouns formed from a completion table. ● In pairs, learners are guided to write sentences using compound nouns in their singular and plural forms. 	<ol style="list-style-type: none"> 1. Why should we use compound nouns when communicating? 2. How do compound nouns form plurals?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for more examples of compound nouns and sign them. ● In groups, learners are guided to use compound nouns to form signed sentences from a substitution table. ● In groups learners are guided to assess the correctness of the signed sentences with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: self-awareness and planning skills as learners assess the correctness of the signed sentences with peers. ● Learning to Learn: investigative skills as learners use digital devices to search online and offline for more examples of compound nouns. 				
<p>Values: Respect: as the learner shows positive regard for self and others while working in groups to identify the compound nouns in the text.</p>				
<p>Pertinent and Contemporary Issues: Self-esteem as the learner communicates using the newly acquired compound nouns.</p>				
<p>Link to other subjects: The learner is able to relate the use of compound nouns in learning similar concept in other languages such as Kenya Sign Language and Kiswahili.</p>				
<p>Suggested Learning Resources: Signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.4 <i>Sign</i> Reading</p>	<p>1.4.1 Intensive Sign Reading: Short Stories(Class Reader)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of vocabulary related to the theme for effective communication,</i></p> <p>b) outline the sequence of events in a short story that they have read,</p> <p>c) use contextual clues to infer the meanings of words,</p> <p>d) answer direct and inferential questions from a short story,</p> <p>e) acknowledge the role of reading in communication.</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 Human rights. ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to Human rights. ● In groups, learners are guided to predict events by focusing on the title and illustrations in a text. ● Individually, learner is guided to silently sign read the <i>short story</i>. ● In groups, learners are guided to infer contextual meanings of words based on the events in the story. ● In groups, learners are guided to retell as they sign the story 	<ol style="list-style-type: none"> 1. How can you predict the outcome of a story even before you sign read it? 2. How do you tell the meaning of unfamiliar words in a story?

			<p>while citing issues on human rights.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to role-play selected events and characters in the signed story. ● In groups, learners are guided to discuss the relationships between their own lives and those of characters in the signed text (Ensure the seating arrangement supports equal access to signed information). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: evaluation and decision-making skills as learners assess the relationship between their own lives and those of the characters in the story. ● Citizenship: social and civic skills as learners cite issues on human rights. 				
<p>Values: Responsibility: the learner takes different roles to dramatize the events in the story.</p>				
<p>Pertinent and Contemporary Issues: Environmental and social issues: the learner compares their experiences with those of the characters in the story.</p>				
<p>Link to other subjects: Intensive reading is handled in Kiswahili.</p>				
<p>Suggested Learning Resources: Signed audio visual clips, adapted course books for learners with Hearing Impairment, charts,digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.5 Writing</p>	<p>1.5.1 Writing legibly and neatly</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of vocabulary related to legibility and neatness for efficient writing,</i></p> <p>b) classify letters according to height differentials,</p> <p>c) write a text, legibly and neatly,</p> <p>d) advocate the need for legibility and neatness in writing.</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 legibility and neatness. ● In pairs, learners are guided to fingerspell and sign vocabulary related to legibility and neatness. ● In groups, learners are guided to copy a provided passage and shape upper and lower case letters appropriately. ● Individually, learner is guided to copy a provided passage and space letters, words and sentences correctly. ● Individually, learner is guided to rewrite a provided text <i>legibly and neatly</i>. ● Individually, learner is guided to cancel words or sentences neatly when composing a text. 	<p>Why should one write legibly and neatly?</p>

			<ul style="list-style-type: none"> ● Individually, learner is guided to split words that are joined appropriately. ● Learner is guided to write dictated <i>and</i> signed sentences legibly and neatly. ● In groups, learners are guided to write a narrative composition on human rights legibly and neatly. ● In groups, learners are guided to cancel neatly upon making mistakes as they listen and observe the excerpt that is dictated and signed. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learning skill as learners write legibly and neatly. ● Self-efficacy: self-awareness skills as learners' confidence in written communication is boosted. 				
<p>Values: Responsibility: taking care of resources as learners use the digital devices to watch video clips</p>				
<p>Pertinent and Contemporary Issues: Self- esteem: is improved as the learner practises writing legibly and neatly.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● The learner is capable of relating the skills of legible and neat writing to accurate data representation and analysis in Integrated Science experiments and observations. 				
<p>Suggested Learning Resources: Signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices</p>				

THEME 2: SCIENTIFIC INNOVATIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Observing and Articulating signs (listening and speaking)	2.1.1 Signed Oral Presentations: Songs (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 in songs for effective communication, b) identify features of songs in the society, c) use performance techniques when singing or signing a song, d) write songs on a scientific innovation, e) appreciate the role of songs in the society. 	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to watch live or recorded signed oral performances of songs from the Kenya drama and music festivals. ● In groups, learners who are Deaf are guided to watch a recorded signed oral performance of songs from the Kenya drama and music festivals. ● In groups, learners are guided to discuss the performance techniques that make the signed presentations appealing and make notes(Ensure the seating arrangement supports equal access to signed information). ● In groups, learners who are Hard of Hearing are guided to identify songs of their choice and present 	<ol style="list-style-type: none"> 1. Why do we make a song more interesting? 2. How can one improve the presentation of a song?

			<p>them as they sing and sign to the rest of the class.</p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to identify songs of their choice and present them as they sign sing to the rest of the class. ● In groups, learners are guided to write songs on scientific innovations. ● In groups, learners are guided to recite and record the sign sung songs or signed poems. ● In groups, learners are guided to watch the recordings and discuss the non- verbal aspects of the performance (Ensure the seating arrangement supports equal access to signed information). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: networking skills as learners recite, sign and record the songs or poems. ● Digital literacy: skill of interacting with digital technology as learners record and watch performances. 				
<p>Values: Patriotism: learners develop love for their own country as they sing different uniting songs</p>				

Pertinent and Contemporary Issues:

Citizenship: learner watches Drama Festival performances from different communities fostering social cohesion and patriotism.

Link to other subjects:

The learner can relate the practice of oral or signed presentations with songs to musical expression in Creative Arts.

Suggested Learning Resources:

Signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices, recorded signed songs

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">2.2 <i>Sign Reading</i></p>	<p>2.2.1 Intensive Sign Reading: Simple poems (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 in simple poems for effective communication,</p> <p>b) identify the persona in a given poem,</p> <p>c) identify instances of repetition in a given poem,</p> <p>d) explain what the poem is about,</p> <p>e) appreciate the role of poems in communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed poem with vocabulary related to Scientific innovations. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to Scientific innovations. ● In groups, learners are guided to sign read a given poem for enjoyment. ● In groups, learners are guided to recite/rap and dramatize the given poem. ● In pairs, learners are guided to discuss the voice that speaks in the poem (<i>the persona</i>- (Ensure the seating arrangement supports equal access to signed information). ● In groups, learners are guided to explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of a poem. 	<ol style="list-style-type: none"> 1. How is a poem different from a passage? 2. How can you say or sign what is in the poem in your own words?

			<ul style="list-style-type: none"> ● In groups, learners are guided to relate the message in the poem with real life experiences. ● In groups, learners are guided to compose, type and share. poems related to scientific innovations. ● In pairs, learners are guided to display their poems on a chart, a poster in class or on the school notice board. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem-solving: interpretation and inference skills as learners relate the message in the poem to real life and explores different ways of dealing with the issues mentioned. ● Self-efficacy: self-awareness skills as learners develop self-confidence as they compose poems. 				
<p>Values: Responsibility: learner carefully engages in writing poems in groups.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion: is developed as the learners work together to compose poems on scientific innovations.</p>				
<p>Link to other subjects: The learner demonstrates an ability to connect oral or signed presentations with historical songs to a deeper understanding of past events, cultures, and societal changes in Social Studies.</p>				
<p>Suggested Learning Resources: Signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices, poems</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in Use	2.3.1 Word classes: Collective Nouns. (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify collective nouns from a text, b) articulate signs of collective nouns for effective communication, c) use singular and plural forms of collective nouns correctly in sentences, d) appreciate the importance of collective nouns in communication.	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to list the collective nouns as they listen to an audio text. ● In groups, learners who are Deaf are guided to list the collective nouns as they observe a sign interpreted audio text. ● Individually, learner is guided to practise fingerspelling and signing the listed collective nouns. ● In groups, learners are guided to identify collective nouns in a print text. ● In groups, learners are guided to fingerspell and sign the identified collective nouns from a print text. ● In groups, learners are guided to classify collective nouns according to people, animals or things. ● In groups, learners are guided to discuss the plural forms of these 	How do collective nouns form their plurals?

			<p>nouns (Ensure the seating arrangement supports equal access to signed information)</p> <ul style="list-style-type: none"> ● In groups, learners are guided to write correct sentences using collective nouns from substitution tables. ● In pairs, learners are guided to fill in blank spaces using the correct collective nouns. ● Individually, learner is guided to fill in crossword puzzles using collective nouns. ● In groups, learners are guided to construct <i>signed</i> sentences using the collective nouns they have identified. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner develops the skill of working collaboratively as they use digital devices to search for examples of collective nouns. ● Communication and collaboration: Learner develops signing and observing skills as they fingerspell and sign examples of collective nouns. 				
<p>Pertinent and Contemporary Issues:</p> <p>Life Skills Education: is enhanced through effective communication as the learner uses collective nouns correctly.</p>				

Values:

Respect: is developed as the learners appreciate diverse opinions of peers as they work together.

Unity: is developed as the learners collaborate with others as they search for examples of collective *nouns in groups*.

Link to other subjects:

The learner relates the learning of compound nouns to learning similar concepts in Kenya Sign Language and Kiswahili.

Suggested Learning Resources:

Sign interpreted audio text, adapted course books for learners with Hearing Impairment, charts, dictionaries

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.4 <i>Sign Reading</i></p>	<p>2.4.1 Intensive Sign Reading: Short story (Class Reader) (2 lessons)</p>	<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 short stories for communication, identify the setting - <i>time and place</i>-of a short story, highlight the episodes in the short story chronologically, appreciate the differences in culture and setting. 	<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 short stories. Individually, learner is guided to fingerspell and sign vocabulary related to short stories. In groups, learners are guided to watch different places and times of the day and night from a digital device or written text. Individually, learner is guided to fingerspell and sign different places and times of the day and night. In pairs, learners are guided to sign read a <i>short story</i> and retell what they have sign read. In groups, learners are guided to tease out the geographical setting, the historical period and the culture from which the story is based by looking at 	<p>Why do you like visiting different places?</p>

			<p>the words and elements used in the story.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to compare the setting and places in the short story to their own real life setting. ● In groups, learners are guided to use their surroundings to describe the setting and place, ● In pairs, learners are guided to draw or take pictures of different settings at different times. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: skill of interacting with digital technology as learners manipulate digital devices while watching different places and times of the day and night. ● Creativity and Imagination: skill of making connections as learners watch different places and times of the day and night using digital devices. 				
<p>Values: Unity collaborates with others while comparing the setting in the short story with that of their environment.</p>				
<p>Pertinent and Contemporary Issues: Peace education: learner appreciates the fact that different people live in different places.</p>				
<p>Link to other subjects: The learner is able to relate the content of short stories to similar content in other subjects such as Religious Studies.</p>				
<p>Suggested Learning Resources: Captioned video clips, adapted course books for learners with Hearing Impairment, charts, digital devices, pictures of different settings at different times.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Writing	2.5.1 Mechanics of Writing: Punctuation (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of punctuation marks for effective communication,</i></p> <p>b) punctuate a given text using commas, apostrophes, and capital letters correctly,</p> <p>c) use the apostrophe, comma and capital letters appropriately in composition writing,</p> <p>d) advocate the use of correct</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to observe a signed demonstration of punctuation marks (comma, apostrophe and capital letter). ● . In pairs, learners are guided to practise fingerspelling and signing the punctuation marks (comma, apostrophe and capital letter) ● In pairs, learners are guided to search online and offline on uses of the <i>comma</i>, <i>apostrophe</i> and <i>capital letter</i>. ● In pairs, learners are guided to sign read a given text and take note of the commas, apostrophes and capital letters used. ● In groups, learners are guided to explain how the commas and the apostrophes are used in the text. (<i>Ensure the seating arrangement supports equal access to signed information</i>) ● In pairs, learners are guided to discuss the role of capital letters as used in various words or sentences in the passage. (<i>Ensure</i> 	<ol style="list-style-type: none"> 1. Why should a signed text be well punctuated? 2. How does wrong punctuation affect writing?

		punctuation in writing.	<p><i>the seating arrangement supports equal access to signed information)</i></p> <ul style="list-style-type: none"> ● Individually, learner is guided to punctuate a passage correctly using commas, apostrophes, or capital letters where necessary. ● In groups, learners are guided to write a short composition on scientific innovations using capital letters, commas and apostrophes correctly. ● In pairs, learners are guided to assess each other's composition and discuss how the punctuation marks and capital letters have been used. (<i>Ensure the seating arrangement supports equal access to signed information)</i> ● In groups, learners are guided to search for more uses of the apostrophe and brackets from books or the internet. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy: self-awareness skills as learners gain the confidence to use punctuation marks correctly in signed speech and in writing. ● Critical thinking and Problem solving: learner figures out when to use the comma, apostrophe and capital letter. 				
Values:				
Respect learner practises patience with their colleagues while working in groups.				
Pertinent and Contemporary Issues:				

Decision making learner decides on what and where to punctuate correctly in writing.

Link to other subjects:

The learner is good at connecting the mechanics of punctuation to enhance clarity, coherence, and effective expression in Kiswahili and Kenyan Sign Language.

Suggested Learning Resources:

Adapted course books for learners with Hearing Impairment, charts, digital devices, internet, offline and online texts.

THEME 3: POLLUTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Observing and Articulating signs (listening and speaking)	3.1.1 Listening and Observing signed Comprehension. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme for effective communication, identify the main idea from a cause and effect text, pinpoint specific information from a cause and effect text, infer the meanings of unfamiliar words using context clues, acknowledge the importance of listening for detail. 	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen keenly to a cause and effect text on pollution being read and signed by the teacher or from a digital device. ● Learner who is Deaf is guided to observe a signed cause and effect text on pollution being sign read by the teacher or from a digital device with voice interpretation, ensuring clear visibility of sign language and access to voiced content. ● In groups, learners are guided to pick out the <i>main idea</i> from that cause and effect sign read text. ● Individually, learner is guided to respond to oral and <i>signed</i> 	Why is it important to listen and observe keenly?

			<p>questions based on the text correctly.</p> <ul style="list-style-type: none">● In pairs, learners are guided to identify and write down the ideas presented in the text.● Individually, learner is guided to answer questions orally or through signing based on the text.● In pairs, learners who are Hard of Hearing are guided to make a list of unfamiliar words and practise pronouncing as they sign them while observing the proper place of articulation.● In pairs, learners who are Deaf are guided to make a list of unfamiliar words and practise signing them while observing the proper place of articulation.● In groups, learners are guided to give the meaning of specific words using context clues.	
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			<ul style="list-style-type: none"> ● In pairs, learners are guided to look up the meanings of unfamiliar words from an online or offline dictionary. ● In groups, learners are guided to use given words to construct <i>signed</i> sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: skill of connecting with technology as learners observe signed texts and search for meanings of words using digital devices. ● Self- efficacy: effective communication skills as learners practise articulating signs of words and using them correctly in sentences. 				
<p>Values: Responsibility: learners acquire knowledge on caring for the environment from the cause and effect texts.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Environmental Education: learner listens and observes a signed text on importance of controlling environmental pollution. ● Health Education: learner learns about the health risks caused by pollution as they listen and observe a signed text on pollution. 				
<p>Link to other subjects: The learner relates good listening or observing skills to the learning of observing or listening in Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources: Online or offline dictionary , adapted course books for learners with Hearing Impairment, charts, video clips, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 <i>Sign</i> Reading	3.2.1 Intensive <i>Sign</i> Reading (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 the theme for effective communication,</p> <p>b) answer questions based on a given text correctly,</p> <p>c) infer meanings of words in a given text correctly,</p> <p>d) acknowledge the importance of good <i>sign</i> reading skills in life.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a sign read text with vocabulary related to pollution. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to pollution. ● In groups, learners are guided to predict events by focusing on the title and illustrations in a text. ● Individually, learner is guided to silently read a passage on pollution so as to internalise the information. ● In pairs, learners are guided to sign read the passage aloud or clearly in turns as they answer the oral and <i>signed</i> questions that are asked. ● In pairs, learners are guided to infer the <i>meaning</i> of given words using synonyms, contexts among others. ● In groups, learners are guided to recapture events in the text as they role play. 	<p>How can one improve the way they read?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to write answers to the questions given after the passage correctly. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: learner acquires the skill of interpretation and inference while inferring meanings of words used in the passage. ● Communication and collaboration: learners acquire the skill of teamwork as they work in pairs or groups to accomplish given tasks. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is nurtured as learners take care of the environment. 				
<p>● Link to other subjects: The learner demonstrates the ability to apply intensive reading skills in mathematical contexts.</p>				
<p>Suggested Learning Resources: Dictionary, adapted course books for learners with Hearing Impairment, charts, video clips, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar in Use	3.3.1 Word Classes: Primary Auxiliaries (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify primary auxiliary verbs in a text, b) articulate signs of primary auxiliary verbs for effective communication, c) use primary auxiliary verbs in sentences correctly, d) appreciate the importance of primary auxiliary verbs in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to identify <i>primary auxiliary verbs</i> from a text. ● <i>In pairs, learners are guided to fingerspell and articulate signs of the identified primary auxiliary verbs.</i> ● In pairs, learners are guided to search for the functions of primary auxiliary verbs from the internet or textbooks. ● Individually, Individually, learner is guided to write down sentences using each of the primary auxiliary verbs identified. ● In pairs, learners are guided to sign the written down sentences using the each of the primary auxiliary verbs identified for peer assessment. ● In groups, learners are guided to write a short paragraph on 	How do we describe the actions that we do?

			<p>environmental conservation using primary auxiliary verbs.</p> <ul style="list-style-type: none"> ● Learners are guided to sign read the paragraphs to the rest of the class. ● In pairs, learners are guided to fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs. ● In groups, learners are guided to engage <i>in a signed</i> question and answer session using primary auxiliary verbs. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: skill of digital citizenship as learners observe safety precautions when using digital devices to search for information from the internet. ● Learning to Learn: research and investigation skills as learners search for the functions of primary auxiliary verbs from the internet or textbooks. 				
<p>Values: Integrity: is enhanced as the learners utilise the digital resources prudently and appropriately.</p>				
<p>Pertinent and Contemporary Issues: Environmental Issues: care for the environment learner writes a paragraph on environmental conservation.</p>				
<p>Link to other subjects: The learner relates the concept of verbs to the learning of verbs in Kenya Sign Language and Kiswahili.</p>				
<p>Suggested Learning Resources: Online or offline dictionary, adapted course books for learners with Hearing Impairment, charts, video clips, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Sign Reading	3.4.1 Intensive sign reading: poetry (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the aspects of structure in a given poem, b) <i>articulate signs of vocabulary related to components of the structure of a poem,</i> c) recognize the main ideas in a given poem, d) recognize the role of signed poems in communicating values.	<ul style="list-style-type: none"> ● In groups, learners are guided to search online and offline for the components of the structure of a poem; (<i>poet, number of stanzas, number of lines in a stanza,</i>). ● <i>In groups, learners are guided to fingerspell and sign the components identified.</i> ● In groups, learners are guided to <i>sign read</i> a given poem and identify the structure. ● In groups, learners are guided to recite and dramatize the given poem. ● In groups, learners are guided to explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning (Ensure the seating arrangement supports equal access to signed information) ● In pairs, learners are guided to relate the message of the poem to real life. ● In groups, learners are guided to identify topics of poems such as pollution, list the topics down and display them in charts. 	How is a poem different from a passage?

			<ul style="list-style-type: none"> ● In groups, learners are guided to fingerspell and sign the topics of poems identified. ● In pairs, learners are guided to compose, type and share a poem related to pollution. ● In groups, learners are guided to display their poems in a portfolio/chart/class noticeboard. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learner acquires the skill of evaluation and decision making while discussing the messages in the poems and how they relate to real life. ● Citizenship: Learner acquires social and civic skills as they explore human rights issues affecting their community. 				
<p>Values: Peace: learner shows respect for self and others during group discussions and writing of poems on pollution.</p>				
<p>Pertinent and Contemporary Issues: Environmental education: care and protection of the environment as the learner composes poems on pollution.</p>				
<p>Link to other subjects: The learner relates the study of poems to poetry in other learning areas such as Kenya Sign Language, Kiswahili and Creative Arts.</p>				
<p>Suggested Learning Resources: Online or offline materials, adapted course books for learners with Hearing Impairment, charts, video clips, poems, digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.5 Writing	3.5.1 Paragraphing: Sequencing of Ideas (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions used in a well-formed paragraph, b) <i>articulate signs of various conjunctions for effective communication,</i> c) use conjunctions to sequence and connect ideas correctly in a paragraph, d) appreciate the role of conjunctions in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to look for <i>conjunctions</i> and their functions in their immediate context from print and non-print text. ● In groups, learners are guided to list, fingerspell and sign examples of conjunctions. ● In groups, learners are guided to sign read paragraphs that use conjunctions to sequence ideas from a book or online source. ● In pairs, learners are guided to combine sentences to form paragraphs using appropriate conjunctions. ● In groups, learners are guided to rearrange jumbled sentences to form a cohesive paragraph using conjunctions. ● In pairs, learners are guided to use different conjunctions in a 	1. Why is it important to use conjunctions in writing?

			composition to show a sequence of ideas.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and imagination: learner connects ideas creatively and sequentially in composition writing. ● Critical thinking and problem solving: Learner develops the skill of creativity as they combine sentences to form paragraphs using appropriate conjunctions. 				
Values:				
Unity: team spirit is displayed as learners work together to identify conjunctions in paragraphs.				
Pertinent and Contemporary Issues:				
Critical and creative thinking: learner practises connecting ideas logically in writing compositions.				
Link to other subjects:				
The learner relates the learning of conjunctions to their learning in Kenya Sign Language and Kiswahili				
Suggested Learning Resources:				
Print and non-print text, adapted course books for learners with Hearing Impairment, charts, video clips, digital devices				

THEME 4: CONSUMER ROLES AND RESPONSIBILITIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">4.1</p> <p>Observing and Articulating signs (listening and speaking)</p>	<p align="center">4.1.1</p> <p align="center"><i>Observing Signed Comprehension (Listening):</i></p> <p align="center"><i>Observing Selectively (Selective Listening)</i></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 the theme for effective communication,</p> <p>b) distinguish between specific and general information from a listening text [HoH],</p> <p>c) distinguish between specific and general information from a signed observed text [Deaf],</p> <p>d) select specific information from a text,</p>	<ul style="list-style-type: none"> ● In groups learners are guided to watch a demonstration or signed video clip consumer roles and responsibilities. ● In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related consumer roles and responsibilities. ● Learner who is Hard of Hearing is guided to listen to and observe a captioned audio-visual text on consumer roles and responsibilities and decide whether the information presented is specific or general. ● Learner who is Deaf is guided to observe a captioned audio-visual text on consumer roles and responsibilities and decide whether the information presented is specific or general 	<ol style="list-style-type: none"> 1. Why is it important to get the main points from an orator signed text? 2. How can you ensure you capture the relevant information from a speaker?

		<p>e) listen and respond to texts appropriately [HoH],</p> <p>f) observe and respond to signed texts appropriately [<i>Deaf</i>]</p> <p>g) emphasise the value of listening <i>and observing</i> skills in communication.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to search online for <i>captioned audio-visual</i> recordings and attentively listen for specific information. ● Learner who is Deaf is guided to search online for <i>captioned audio-visual</i> recordings and <i>keenly observe</i> for specific information. ● In groups, learners are guided to role play a scene on roles and responsibilities of consumers to emphasise listening and observing skills during communication. ● In groups, learners who are Hard of Hearing are guided to listen to <i>and observe</i> a <i>sign read</i> passage on consumer roles and responsibilities and answer questions posed by the speaker or signer. ● In groups, learners who are Deaf are guided to observe a sign read passage on consumer roles and responsibilities and answer signed questions posed by the signer. 	
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Core competencies to be developed:

- **Communication and Collaboration:** learner develops observing and signing skills as they critically observe signed oral texts and selects information.

Values:

Responsibility: learner offers leadership and guidance as they role play a scene on roles and responsibilities.

Pertinent and Contemporary Issues:

- **Consumer literacy:** enhanced as the learner observes signed texts on consumer roles and responsibilities.
- **Effective communication:** as learner observes signed texts to and responds to captioned audio-visual texts.

Link to other subjects:

The learner is able to practice selective listening or observing selectively as a lifelong skill and also relate it to the learning of listening skills in Creative Arts.

Suggested Learning Resources:

Signed or captioned audio-visual clip, adapted course books for learners with Hearing Impairment, charts, audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.2. Sign Reading</p>	<p>4.2.1 Intensive Sign Reading (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify reading strategies for use on given texts, b) <i>articulate signs of reading strategies during sign reading</i>, c) select main ideas and details from written texts, d) acknowledge reading for main ideas and details as a comprehension skill.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a video or demonstration on sign vocabulary related to reading strategies and note down the terminologies used. ● In pairs, learners are guided to practise articulating the signs of vocabulary identified. ● In pairs, learners are guided to search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for detail. ● In groups, observe examples of main ideas and details in texts from captioned audio-visual clips, or resource person and take notes. 	<ol style="list-style-type: none"> 1. Why should one read for main ideas? 2. How can you improve your reading?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to <i>sign</i> read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work. ● In groups, learners are guided to share ideas on how one can practically use the selected reading strategies. (<i>Ensure the seating arrangement supports equal access to signed information</i>) ● In pairs, learners are guided to fill in substitution tables with specific details from texts. ● Individually, learner is guided to complete a mind map with focus on the main idea and details. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner develops the skill of sharing learnt knowledge as they share what they have learnt while completing the mind map. ● Digital literacy: Learner develops the skill of interacting with digital technology while manipulating digital devices when searching online and watching appropriate video clips on the selected reading strategies. 				
<p>Values: Unity: learners work together to complete the mind map.</p>				

Pertinent and Contemporary Issues:

Consumer literacy skills: learner reads and underlines the main ideas and details in texts on consumer roles and responsibilities.

Link to other subjects:

The learner is able to relate intensive reading skills to reading in other languages such as Kiswahili and Kenya Sign Language.

Suggested Learning Resources:

Signed or captioned audio-visual clip, adapted course books for learners with Hearing Impairment, charts,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.3 Grammar in Use</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 verbs in the simple present and simple past tense in a text,</p> <p>b) <i>articulate signs of verbs in the simple present and simple past tense in different signing context,</i></p> <p>c) write sentences using the simple present tense,</p> <p>d) write sentences using the simple past tense,</p> <p>e) advocate appropriate use of tense in communication.</p>	<ul style="list-style-type: none"> ● Individually, learner is guided to underline verbs in <i>simple present</i> and <i>simple past tense</i> in a text on consumer rights and responsibilities. ● Individually, learner is guided to sign read sentences on consumer rights and responsibilities in the simple present and simple past tense. ● Individually, learner is guided to reflect on the formation of <i>simple present</i> and <i>simple past tense</i> form of verbs. ● In pairs, learners are guided to construct and share <i>signed</i> sentences on a variety of issues including consumer rights and responsibilities. ● In pairs, learners are guided to type the constructed <i>signed</i> sentences using a digital device or write them down in their exercise books. ● Individually, learner is guided to search online or offline for verbs 	<ol style="list-style-type: none"> 1. Which words would you use to describe something that you did yesterday? 2. Why is correct use of tense important?

			<p>used in simple present and simple past tense from texts on consumer rights and responsibilities.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to sign or fingerspell the identified verbs used in simple present and simple past tense from texts on consumer rights and responsibilities. ● Individually, learner is 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 forms. ● In pairs, 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"> ● Critical thinking and Problem solving: Learner develops the skill of creativity and open mindedness as they construct, and share spoken and signed sentences on a variety of issues including consumer rights and responsibilities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Effective Communication: the learner uses the appropriate tense in constructing sentences on consumer roles and responsibilities. ● Consumer literacy skills: the learner constructs sentences on consumer rights and responsibilities. 				
<p>Values:</p>				

Peace: the learner demonstrates respect for diverse opinions from peers during group work.

Link to other subjects:

The learner relates the skills acquired when learning about tenses in Kiswahili and Kenya Sign Language

Suggested Learning Resources:

Digital devices, adapted course books for learners with Hearing Impairment, charts, print and non-print materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.4</p> <p><i>Sign Reading</i></p>	<p>4.4.1</p> <p>Intensive Sign Reading: Short story</p> <p>(Class Reader)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of vocabulary related to character traits in short stories,</i></p> <p>b) identify the characters in a short story,</p> <p>c) use contextual clues to infer character traits of the characters in a short story,</p> <p>d) acknowledge the role of characters in a short story.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed story related to consumer rights and responsibilities and identify signs for character traits ● In pairs, learners are guided to fingerspell and articulate the signs of vocabulary identified. ● In pairs, learners are guided to <i>sign</i> read the short story and retell what they have <i>sign</i> read. (Ensure the seating arrangement supports equal access to signed information as learners retell) ● Individually, learner is guided to describe the traits of the characters in the short story using different adjectives. ● In pairs, learners are guided to compare and contrast the traits of the characters that appear in the short story. ● In groups, learners are guided to role play the different characters and 	<p>Why should one consider the level of language when reading a story?</p>

			<p>discuss their importance in the short story. (Ensure the seating arrangement supports equal access to signed information)</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to make connections between their own lives and those of characters in the text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops the skills of signing and observing as they articulate the signs of vocabulary identified. ● Collaboration: the learner recognises the importance of other members during the role play. 				
<p>Values: Unity: the learners help each other and also appreciate their diversity during the group discussion.</p>				
<p>Pertinent and Contemporary Issues: Peace education: the learner appreciates the fact that different people have different traits.</p>				
<p>Link to other subjects: Religious Education requires a lot of character assessment and application</p>				
<p>Suggested Learning Resources: Signed or captioned audio-visual clip, adapted course books for learners with Hearing Impairment, charts, audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.5 Writing</p>	<p>4.5.1 Paragraphing: connectors of sequence (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify connectors of sequence from a given text,</p> <p>b) <i>articulate connectors of sequence during sign reading,</i></p> <p>c) Sequence ideas in a given paragraph,</p> <p>d) appreciate the use of idea connectors for clarity in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed speech on consumer roles and responsibilities, identify signs for connectors of sequence and note them down. ● In pairs, learners are guided to sign read a given text on consumer rights and responsibilities and identify the signs of connectors of sequence used. ● In groups learners are guided to fingerspell and articulate signs of connectors of sequence. ● In pairs, learners are guided to search online and offline, list <i>and sign</i> other connectors of sequence. ● In groups, learners are guided to, construct sentences using 	<p>1. How can a good paragraph be developed?</p>

			<p>the listed connectors of sequence.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to write paragraphs on consumer rights and responsibilities using connectors of sequence. ● Learners is guided to <i>sign read</i> the paragraphs to their peers and discuss the use of the connectors. ● In pairs, learners are guided to collaboratively edit the paragraphs in pairs and peer review each other's work. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learner develops the skill of making connections <i>as</i> the learner writes paragraphs using connectors of sequence. 				
<p>Values: Patriotism: the learner collaborates to develop paragraphs on consumer rights and good consumer practices.</p>				
<p>Pertinent and Contemporary Issues: Effective communication: the learner constructs sentences and writes paragraphs using connectors of sequence.</p>				
<p>Link to other subjects: The learner relates the skill of paragraphing to the writing of essays in Religious Education.</p>				
<p>Suggested Learning Resources: Online and offline materials, adapted course books for learners with Hearing Impairment, charts, dictionary</p>				

THEME 5: RELATIONSHIPS: PEERS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions(s)
<p>5.1 Observing and Articulating signs (listening and speaking)</p>	<p>5.1.1 Observing proper place of articulation of signs (Pronunciation)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with letter sounds /p/, /ɔ:/, /θ/ and /ð/ in a given text,</p> <p>b) pronounce words that have target sounds correctly (HoH),</p> <p>c) articulate signs and fingerspell words that have target letter sounds correctly (Deaf),</p> <p>d) apply emphatic stress correctly in varied contexts (HoH),</p>	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to interact with a captioned audio visual or manually interpreted video recording featuring vowel sounds/p/ /ɔ:/ and consonant sounds/θ/ /ð/ from a digital device. ● In groups learners who are Deaf are guided to interact with a captioned audio visual or manually interpreted video recording featuring vowel letters o as in not, o as in sort, and consonant letters th as in think, th as in the from a digital device. ● In pairs, learners are guided to list words that contain the mentioned or fingerspelt letter sounds from print or digital texts. ● In pairs, learners who are Hard of Hearing are guided to pronounce the identified words correctly. ● In pairs, learners who are Deaf are guided to articulate signs and 	<ol style="list-style-type: none"> 1. Why are some words in a sentence pronounced with greater force than others? 2. How can one improve their pronunciation?

		<p>e) apply proper body language and facial expression correctly in varied signing contexts(Deaf),</p> <p>f) acknowledge the role of correct pronunciation in communication (HoH),</p> <p>g) acknowledge the role of observing correct place of articulation of signs and fingerspelling in communication (Deaf).</p>	<p>fingerspell the identified words with mouth movement correctly.</p> <ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to play word games involving the target sounds. ● In groups, learners who are Deaf are guided to play word games involving the fingerspelt target letter sounds. ● In groups, learners are guided to search online and offline for the meaning of <i>emphatic stress</i>. ● In pairs, learners who are Hard of Hearing are guided to listen to a series of sentences and identify the stressed words. ● In pairs, learners who are Deaf are guided to observe a series of signed sentences and identify the signs articulated with precision and enhanced with non manual features. ● In pairs, learners who are Hard of Hearing are guided to recite a poem and emphasise given words to bring out various meanings, ● In pairs, learners who are Deaf are guided to sign a poem and emphasise 	
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			<p>given words to bring out various meanings.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to read <i>or sign read</i> sentences and stress given words appropriately. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: the learner develops signing and observing skills as they sign a poem and emphasise given words to bring out various meanings. ● Collaboration: the learner works in groups to practice sounds and stress in sentences. 				
<p>Pertinent and Contemporary Issues: Effective communication: the learner becomes more proficient in articulating signs with correct mouth pattern.</p>				
<p>Values: Responsibility: the learner engages in the assigned role and duties during group activities.</p>				
<p>Link to other subjects: The learner is able to relate the concept of proper articulation of signs with correct mouth pattern for effective communication in the classroom.</p>				
<p>Suggested Learning Resources: Audio-visual recording, print or digital texts, Online and offline materials, adapted course books for learners with Hearing Impairment, charts, dictionary</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Sign Reading	5.2.1 Study Skills- Reference materials (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to various types of reference materials, b) select relevant reference materials for varied tasks, c) use reference materials to obtain information on varied subjects, d) acknowledge the role of reference materials in lifelong learning.	<ul style="list-style-type: none"> ● In groups learners are guided to observe a signed video or demonstration on varied reference materials useful for sourcing information. ● In pairs learners are guided to isolate signs related to reference materials and practise signing them. ● In pairs, learners are guided to pick out various words from print and digital texts and check the meanings and spellings of the words in a dictionary. ● Individually, learner is guided to fingerspell and sign the words picked out from print and digital texts ● In pairs, learners are guided to look for the synonyms of various words from a thesaurus. 	<ol style="list-style-type: none"> 1. Why are reference materials importance? 2. How can one use reference materials appropriately?

			<ul style="list-style-type: none"> ● In groups, learners are guided to construct sentences using the given words. ● In pairs, learners are guided to locate the antonyms of those words. ● Individually, learner is guided to use reference materials such as <i>encyclopaedia</i> to search for information on various topics. ● In groups, learners are guided to pick information from reference materials such as atlases, newspapers, manuals and encyclopaedia. ● Individually, learner is guided to create crossword puzzles using the antonyms and synonyms learnt. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learner develops the skill of networking as they role play activities that demonstrate how to navigate the reference materials. ● Self Efficacy: Learner develops effective communication skills as they explore varied reference materials and discuss using sign language the differences in layout and content. 				
<p>Pertinent and Contemporary Issues: Peace and conflict resolution: the learners participate in group activities amicably.</p>				

Values:

Respect: the learners show positive regard for self and others as they work to accomplish tasks.

Link to other subjects:

The learner is able to relate the concept of reference materials are a source of information in all subjects.

Suggested Learning Resources:

print and digital texts, dictionary, thesaurus, encyclopaedia, adapted course books for learners with Hearing Impairment, charts,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Grammar in Use	5.3.1 Word Classes: adjectives (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify gradable and non-gradable adjectives from a text,</p> <p>b) <i>sign gradable and non-gradable adjectives from a text,</i></p> <p>c) use gradable and the non- gradable adjectives in sentences,</p> <p>d) value the need for correct use of adjectives in communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to search for and identify <i>gradable and non- gradable adjectives</i> from digital and print texts on relationships and peers. ● In groups learners are guided to fingerspell and sign the gradable and non gradable adjectives. ● In pairs, learners are guided to complete sentences on adjectives from a substitution table. ● In groups, learners are guided to recite a poem featuring gradable and non-gradable adjectives. ● In groups, learners are guided to construct <i>signed</i> sentences using gradable and non-gradable adjectives. ● Individually, learner is guided to write the signed sentences using gradable and non-gradable adjectives. 	<p>How do we describe people and things?</p>

			<ul style="list-style-type: none"> Individually, learner is guided to fill crossword puzzles featuring gradable and non-gradable adjectives. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: Learner develops the skill of working collaboratively as they search for and identify gradable and non-gradable adjectives. Digital Literacy: Learner develops the skill of digital citizenship as they use safely and ethically digital devices in a networked environment. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Effective communication: as learner makes sentences using gradable and non-gradable adjectives. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: the learners understand and appreciate others while participating in group tasks. 				
<p>Link to other subjects: The learner is able to relate the concept of gradable and non-gradable adjectives are learnt in Kiswahili and Kenya Sign Language</p>				
<p>Resources: Digital and print texts, adapted course books for learners with Hearing Impairment, charts, dictionary</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Sign R	5.4.1 Intensive Sign Reading: Short story (Class Reader) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify dialogue and repetition in a short story, b) explain the importance of repetition and dialogue in a short story, c) acknowledge the role of dialogue and repetition in fiction writing.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to watch plays that have characters talking to one another and <i>repeating</i> certain lines or sentences from a digital device. ● Learner who is Deaf is guided to watch plays that have characters holding a signed dialogue and repeating certain lines or sentences from a digital device. ● In pairs learners are guided to <i>sign</i> read a short story and retell what they have sign read. (Ensure the seating arrangement supports equal access to signed information as learners retell). ● In groups, learners are guided to search online and offline for the importance of repetition and dialogue in a short story. ● In pairs learners are guided to discuss the message in the <i>dialogue</i> in a short story. Ensure the seating arrangement 	<ol style="list-style-type: none"> 1. How do we make short stories interesting to read? 2. Why are stylistic devices used in short stories?

			<p>supports equal access to signed information)</p> <ul style="list-style-type: none"> ● In groups, learners are guided to role play a dialogue in the short story sign read. ● Individually, learner is guided to describe how the dialogues bring out the traits of the different speakers. (Ensure the seating arrangement supports equal access to signed information as learners describe) ● Individually, learner is guided to make connections between their own lives and those of the characters in the short story. ● Individually, learner is guided to write a short paragraph on the theme of ‘peers’ using repetition and dialogue appropriately. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner develops social and civic skills as the learner role plays parts of a short story to bring out specific messages. ● Critical thinking and problem solving: Learner acquires the skill of reflection as they make connections between their own lives and those of the characters in the short story. 				
<p>Pertinent and Contemporary Issues: Peace education: the learners appreciate the opinion of their peers as they engage in dialogue with one another.</p>				

Values:

Responsibility: learners offer leadership and guidance to others during the role play.

Link to other subjects:

The learner is able to relate the concept of reading short stories in English to Kiswahili and Creative Arts.

Resources:

Online and offline materials, captioned or signed audio-visual clips, adapted course books for learners with Hearing Impairment, charts, dictionary

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.5 Writing</p>	<p>5.5.1 Functional Writing: Apology Letters</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list the parts of a letter of apology,</p> <p>b) sign or fingerspell the parts of a letter of apology,</p> <p>c) write a letter of apology based on a given context,</p> <p>d) acknowledge the role of letter writing in communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for parts of <i>a letter of apology</i>. ● Learner who is Hard of Hearing is guided to listen to and observe two: captioned audio-visual conversations: one that constitutes an apology and another that does not, from a digital device. ● Learner who is Deaf is guided to observe two captioned audio visual conversations: one that constitutes an apology and another that does not, from a digital device. ● In pairs, learners are guided to discuss what makes the two conversations different. (Ensure the seating arrangement supports equal access to signed information) ● Individually, learner is guided to <i>sign</i> read through a letter of apology and identify the different parts. 	<ol style="list-style-type: none"> 1. Why do people write letters? 2. What are the different types of letters? 3. How do we write a letter of apology?

			<ul style="list-style-type: none"> ● Individually, learner is guided to sign and fingerspell the identified parts of a letter of apology. ● In pairs, learners are guided to discuss the language and content of a letter of apology. (Ensure the seating arrangement supports equal access to signed information) ● In pairs, learners are guided to search for sample letters of apology from the internet, newspapers, magazines or books. ● Individually, learner is guided to use the elements and layout of a formal letter plan and individually write a letter of apology. ● In groups, learners are guided to assess the correctness of the letters written by each learner. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner develops the skill of research as learners search online and offline for samples of letters of apology. ● Digital Literacy: Learner acquires the skill of interacting with digital technology as they manipulate digital devices to search for sample letters of apology from the internet. 				
<p>Pertinent and Contemporary Issues: Peace and conflict resolution: the learners practise apologising to peers and seniors</p>				

Values:

Unity: the learner collaboratively works with others as they discuss content, format and language use in letters of apology.

Link to other subjects:

The learner relates the skill of writing letters of apology to the learning of functional writing in Kenya Sign Language Kiswahili.

Suggested Learning Resources:

Internet, newspapers, magazines or adapted course books for learners with Hearing Impairment, charts, dictionary

THEME 6: REHABILITATION

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 Conversational Skills: Disagreeing Politely</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list ways of disagreeing politely, b) use <i>signed</i> conversational strategies to disagree appropriately, c) apply non-verbal cues to express varied moods and feelings, d) advocate for the need to speak politely during communication.</p>	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to watch a short, captioned video or <i>sign</i> read an excerpt in which speakers <i>disagree appropriately</i> and identify signs of polite expressions used. ● In groups, learners who are Deaf are guided to watch a short, captioned video or <i>sign</i> read an excerpt in which signers <i>disagree appropriately</i> and identify signs of polite expressions used. ● Learners are guided to practise fingerspell and sign polite expressions used. ● In pairs, learners are guided to role play the events depicted in the video or excerpt. ● In pairs, learners are guided to practise disagreeing politely while incorporating non-verbal cues. 	<p>How do you use non-verbal cues to express different moods and feelings?</p>

			<p>(Ensure the seating arrangement supports equal access to signed information)</p> <ul style="list-style-type: none"> ● Individually, learner is guided to listen to or <i>observe a signed dialogue</i> where characters agree or disagree politely. ● Individually, learner is guided to write a short dialogue depicting disagreeing politely in small groups and present it to the rest of the class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner acquires teamwork skills as they role play events in a video or excerpt where there is clear and effective use of appropriate language and tone to disagree politely. 				
<p>Pertinent and Contemporary Issues:</p> <p>Effective communication: the learner learns to disagree politely during conversations.</p> <p>Peace and conflict Resolution: the learners observe a signed dialogue where characters agree or disagree politely.</p>				
<p>Values:</p> <p>Peace: the learner displays tolerance to one another as they learn to disagree politely</p>				
<p>Link to other subjects:</p> <p>The learner is able to relate politeness to other learning areas such as Mathematics and Integrated Science..</p>				
<p>Suggested Learning Resources:</p> <p>Excerpts, captioned video clips, adapted course books for learners with Hearing Impairment, charts, dictionary</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 <i>Sign Reading</i>	6.2.1 <i>Sign Reading Fluency: Poem</i> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify techniques of <i>sign</i> reading fast,</p> <p>b) <i>sign</i> read a text accurately, with expression and at the right speed,</p> <p>c) apply fluency strategies when <i>sign</i> reading a text,</p> <p>d) appreciate the value of fluency in <i>sign</i> reading to enhance understanding.</p>	<ul style="list-style-type: none"> ● Individually, learner is guided to preview a text before reading. ● Individually, learner is guided to skim a text to obtain the main idea. ● Individually, learner is guided to scan a text to obtain specific details. ● Individually, learner is guided to ignore unknown words when reading a text. ● In pairs, learner is guided to practice sign reading a text at the right speed while displaying the right feelings. ● Individually, learner who is Hard of Hearing is guided to pronounce the words and sounds accurately. ● Individually, learner who is Deaf is guided to fingerspell words and articulate signs accurately. ● In purposive groups, learners are guided to engage in a reader's theatre. 	<ol style="list-style-type: none"> 1. Why should we display appropriate expressions when sign reading a text? 2. How do we sign read at the right speed?

			<ul style="list-style-type: none"> ● Individually, learner who is Hard of Hearing is guided to recite the poems aloud in class. ● Individually, learner who is Deaf is guided to sign the poems clearly in class. ● In pairs or small groups, learner is guided to download sample texts from the internet and sign read them 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: Learner acquires the skill of teamwork as they work collaboratively while engaging in the reader’s theatre. ● Self- efficacy: Learners develop the skill of effective communication as they fluently sign read given poems. 				
<p>Pertinent and Contemporary Issues (PCI) Effective communication: the learner perfects their reading skills.</p>				
<p>Values: Social justice: the learner reads poems focusing on social issues.</p>				
<p>Link to other subjects: The learner relates reading fluency to reading in other languages such as Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources: Internet, digital devices newspapers, magazines or adapted course books for learners with Hearing Impairment</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)	By the end of the sub strand, the learner should be able to: a) identify <i>signs of</i> adverbs of frequency and degree correctly from a text, b) use adverbs of frequency and degree correctly in sentences, c) appreciate the importance of using adverbs correctly in communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a short captioned or manually interpreted video and pick out the adverbs of frequency and degree used by the speakers and signers. ● Individually, learner is guided to isolate the adverbs of frequency and degree practice signing them. ● Individually, learner is guided to identify and sign the adverbs of frequency and degree from a text. ● In small groups, learners are guided to construct sentences using adverbs of frequency and degree and sign read them. ● In pairs, learners are guided to hold spoken or signed conversations using the adverbs of frequency and degree.(Ensure the seating arrangement supports equal access to signed information) ● In groups, learners are guided to share real life examples of activities and use 	<ol style="list-style-type: none"> 1. Why should one use adverbs correctly? 2. Which words would one use to describe how often an action is done?

			<p>adverbs of frequency to describe how often they or others engage in these activities.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to share routines and habits with peers. ● In groups, learners are guided to fill in crossword puzzles. ● Individually, learner is guided to search online for more examples of adverbs of frequency and degree and sign them. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops the skill of signing as they construct sentences using adverbs of frequency and degree and read them out or sign read them. ● Creativity and Imagination: is sharpened as the learners construct correct sentences using adverbs. 				
<p>Pertinent and Contemporary Issues: Effective communication: as the learner uses adverbs of frequency and degree in the spoken and written context</p>				
<p>Values: Responsibility: is enhanced as the learners help each other in creating flash manila or digital cards with pictures representing different activities and corresponding adjectives of frequency or degree and care for them.</p>				
<p>Link to other subjects: The learner is able to relate the concept of adverbs taught in English to the same concept in Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources: Internet, digital devices newspapers, magazines or adapted course books for learners with Hearing Impairment</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.4 <i>Sign</i> Reading</p>	<p>6.4.1 Intensive Sign Reading: short story</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of vocabulary related to the theme,</i></p> <p>b) identify the main ideas in the short story,</p> <p>c) summarise the key events in the short story,</p> <p>d) relate the main ideas in the short story to real life situations,</p> <p>e) appreciate the relevance of the short story in addressing real life issues.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed story related to rehabilitation. ● Individually, learner is guided to identify signs related to rehabilitation in the signed story and practice articulating them. ● Individually, learner is guided to sign read a prescribed section of the short story based on rehabilitation. ● In groups, learners are guided to discuss the storyline in groups and present findings in a talking tree. ● In groups, learners are guided to summarise the main idea in the short story. ● In groups, learners are guided to act out a section of 	<p>Why do people read short stories?</p>

			<p>the short story <i>through role play</i>.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to use pictures, cards or written sentences to sequence the events of the story and share with peers. ● In pairs, learners are guided to relate the main ideas in the short story to real life situations and share with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner develops the skill of sharing learnt knowledge as they share what they have learnt through a presentation. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Gender roles are underscored as learners identify gender roles highlighted in the short story and relate them to real life. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social cohesion is strengthened as the learner fosters inclusivity and non-discrimination as they engage in discussion groups. 				
<p>Link to other subjects: The learner relates the concepts in short stories to reading short stories in Kiswahili.</p>				
<p>Suggested Learning Resources: Internet, digital devices newspapers, magazines or adapted course books for learners with Hearing</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.5 Writing	6.5.1 Mechanics of Writing (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) spell commonly misspelt words correctly, b) use prefixes and suffixes correctly in writing, c) write words with silent vowels (-ie and -ei) correctly, d) make connections between spelling and meaning in suffixed and prefixed words, e) acknowledge the importance of correct spellings in writing. 	<ul style="list-style-type: none"> ● Individually, learner is guided to <i>sign read</i> passages on rehabilitation and pick out the <i>misspelt words</i>. ● Individually, learner is guided to make a list of words with prefixes and suffixes used in a passage. ● In pairs, learners are guided to write the correct spellings of words with prefixes and suffixes from a dictation. ● Individually, learner is guided to pick out and sign words with silent vowels from a list. ● Individually, learner is guided to rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt. ● Individually, learner is guided to construct sentences using words with silent vowels. ● In groups, search for more examples of words with prefixes, suffixes and silent vowels from the internet, 	<ol style="list-style-type: none"> 1. How are words formed? 2. Why should we spell words correctly?

			<p>newspapers, or magazines, in small groups.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to select the correct form of prefix or suffix for given words from a table. ● Individually, learner is guided to create and display charts showing different words with prefixes and suffixes. ● Individually, learner is guided to write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels. ● In groups assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: Learner develops writing skills as they practise writing clearly and spelling correctly. ● Self-efficacy: Learner develops self-awareness skills as they assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health Education: the learner interacts with print and non-print material on rehabilitation from drug abuse. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: the learners share the available print and non-print resources amicably while working in groups. 				
<p>Link to other subjects:</p>				

The learner relates correct spelling to the writing of essays in Religious Education and Social Studies.

Suggested Learning Resources:

Internet, digital devices newspapers, magazines or adapted course books for learners with Hearing

THEME 7: NATURAL RESOURCES: WILDLIFE

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 for Detail (Listening for detail) (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 communication,</p> <p>b) identify main ideas in a listening text (HoH),</p> <p>c) identify main ideas in an observed signed text (Deaf),</p> <p>d) respond appropriately to questions based on the listening text or signed observed text,</p> <p>e) acknowledge the importance of listening and observing for details in life (HoH),</p> <p>f) acknowledge the importance observing</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips on wildlife or observe a signed demonstration of vocabulary related to wildlife. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to wildlife. ● In pairs, learners who are Hard of Hearing are guided to listen to and observe a recorded signed text on wildlife and answer questions from the text. ● In pairs, learners who are Deaf are guided to observe a recorded signed text on wildlife and answer signed questions from the signed text. ● In groups, learners are guided to discuss the main ideas. (Ensure the seating arrangement supports 	<ol style="list-style-type: none"> 1. Why should you listen and observe attentively? 2. How should you observe keenly?

		for details in life (Deaf),	<p>equal access to signed information)</p> <ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to <i>listen</i> to and observe a signed passage sign read by peers or the teacher and <i>outline the main ideas</i> from the text. ● Learner who is Deaf is guided to observe a sign read passage sign read by peers or the teacher and outline the main ideas from the signed read text. ● In pairs or groups, learners are guided to discuss answers based on a given text (Ensure the seating arrangement supports equal access to signed information). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops signing and observing skills as they work in groups to observe, and sign read passages. ● Digital literacy: Learner develops the skill of connecting with technology as they connect and use the internet to watch captioned video clips or observe a signed demonstration of vocabulary related to wildlife. 				
<p>Pertinent and Contemporary Issues: Wildlife Conservation: awareness on conservation of wildlife is enhanced as the learner interacts with information about wildlife.</p>				

Values:

- Patriotism: the learner interacts with texts on Kenya's rich wildlife heritage.
- Responsibility: the learner develops social and moral awareness on the importance of conservation of wildlife.

Link to other subjects:

The learner develops the skill of observing for detail(listening for detail) and is able to relate it to their learning in Kiswahili.

Suggested Learning Resources:

digital devices, newspapers, magazines or adapted course books for learners with Hearing, dictionary.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Sign Reading	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 effective interpretation of visuals, b) identify different visuals in given contexts correctly, c) make a connection between visuals and the written text, d) interpret visuals correctly for meaning, e) appreciate the role of visuals in simplifying representation.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a signed video clip on the theme wildlife or watch a signed demonstration with vocabulary related to wildlife. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme wildlife. ● In pairs, learners are guided to study information presented in optical illusions in print/ electronic devices and discuss findings. ● Individually, learner is guided to make inference of implied meaning from <i>the visuals</i>. ● In groups, learners are guided to make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts. 	How can one interpret a visual correctly?

			<ul style="list-style-type: none"> ● Individually, learner is guided to write a summary of what has been viewed in the visuals which may depict human-wildlife conflict. ● Individually, learner is guided to present a piece of written information on wildlife in form of a visual and share it in class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner develops the skill of social cultural sensitivity while interacting with information from various visual materials on human wildlife conflict. ● Digital Literacy: Learner develops the skill of connecting with technology as they study information presented in optical illusions using electronic devices. 				
<p>Pertinent and Contemporary Issues: Environmental and social issues: the learner learns the importance of co-existing with wildlife.</p>				
<p>Values: Patriotism: learner develops consciousness on moral and social duties on importance of wildlife conservation.</p>				
<p>Link to other subjects: The learner is able to relate skill of reading Visuals in English to similar concept in Agriculture and Nutrition, Social Studies and Creative Arts.</p>				
<p>Suggested Learning Resources: visuals such as pictures, graphs, illustrations, charts and captioned videos, digital devices, adapted course books for learners with Hearing,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Word Classes: Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify indefinite and reflexive pronouns correctly, b) articulate signs of indefinite and reflexive pronouns for effective communication, c) use indefinite and reflexive pronouns in sentences correctly, d) appreciate the role of indefinite and reflexive pronouns in communication.	<ul style="list-style-type: none"> ● Individually, learner is guided to study a chart displaying the <i>indefinite and reflexive pronouns</i> to distinguish between them. ● Individually, learner is guided to fingerspell and sign indefinite and reflexive pronouns. ● Learner who is Hard of Hearing is guided to listen to and observe a captioned audio visual clip on <i>wildlife</i> from a digital device and write down the indefinite and reflexive pronouns from the captioned audio visual clip. ● Learner who is Deaf is guided to observe a captioned audio visual clip on <i>wildlife</i> from a digital device and write down the indefinite and reflexive pronouns from the captioned audio visual clip. ● In groups, learners are guided to construct signed sentences using indefinite and reflexive pronouns 	Why do we use indefinite pronouns?

			<ul style="list-style-type: none"> ● Individually, learner is guided to write down the signed sentences. ● Individually, learner is guided to choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences. ● Individually, learner is guided to construct correct sentences using reflexive and indefinite pronouns from a substitution table. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner develops social cultural identity skills as they observe a signed text on wildlife resources hence caring for others and the environment. ● Collaboration: is developed as the learners participate actively in groups to enhance their knowledge on indefinite and reflexive pronouns. 				
<p>Pertinent and Contemporary Issues: Environmental and social issues on animal welfare are promoted as the learner reads and listens to texts on animal protection and care.</p>				
<p>Values: Unity is promoted as learners collaborates with others as they work in groups and respect each other’s opinions.</p>				
<p>Link to other subjects: The learner is able to relate the use of pronouns to other languages such as Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources: digital devices, chart, newspapers, captioned audio visual clip, magazines or adapted course books for learners with Hearing,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Sign Reading	7.4.1 Intensive Sign Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a given short story, b) assign sign names to characters in the short story, c) explain the relationship between the characters in the short story, d) appreciate the role of the characters in the short story in depicting real-life experiences.	<ul style="list-style-type: none"> ● Individually, learner is guided to sign read the <i>short story</i> and pick out the <i>characters</i>. ● Individually, learner is guided to fingerspell and assign sign names to the characters. ● In small groups, learners are guided to discuss the things done by the characters in the short story (Ensure the seating arrangement supports equal access to signed information). ● Individually, learner is guided to dramatize different characters in a short story in order to bring out their traits. ● Individually, learner is guided to distinguish between the main characters and the minor characters. ● In groups, learners are guided to use relationship trees diagrams, character map or any other 	<ol style="list-style-type: none"> 1. How do characters make a story come alive? 2. How does one identify qualities of characters in a short story?

			<p>diagrammatic tool to show how the characters relate to each other.</p> <ul style="list-style-type: none"> • Learners are guided to display the tree diagram via power point or manila paper in class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking is enhanced as the learner discusses the actions of the characters. • Creativity and imagination is enhanced as the learner shows the relationships between characters in the story. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social cohesion: learners dramatize different characters in a short story. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility the learner offers leadership and guidance as they dramatize different characters in a short story in order to bring out their traits. 				
<p>Link to other subjects: he learner is able to relate the concept of characterisation to character analysis in Religious studies.</p>				
<p>Suggested Learning Resources: trees diagrams, character map, class reader, adapted course books for learners with Hearing,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.5 Writing	7.5.1 Composition Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of terms related to the theme for efficient writing, b) identify the steps in the writing process, c) write a dialogue on a given topic, d) appreciate the importance of the writing process in enhancing clear communication.	<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. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme travel. ● In groups, learners are guided to discuss the steps in the writing process. (Ensure the seating arrangement supports equal access to signed information) ● Individually, learner is guided to use a digital device to search for information and ideas on the topic-wildlife, from the internet <i>or search from offline print materials.</i> ● In groups, Individually, learner is guided brainstorm and outline the ideas to include in a dialogue (<i>Ensure the seating arrangement supports equal access to signed information</i>). 	<ol style="list-style-type: none"> 1. Why is it important to plan before writing? 2. How would you ensure that you make your composition clear and interesting?

			<ul style="list-style-type: none"> ● Individually, learner is guided to write a rough draft of the dialogue on a topic based on the theme- wildlife. ● Individually, learner is guided to revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences. ● Individually, learner is guided to edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation. ● Individually, learner is guided to evaluate each other's dialogue. ● Individually, learner is guided to share the final dialogues with others by posting them on the talking walls. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner develops writing skills as they write a dialogue on a topic based on the theme-wildlife. ● Digital literacy: Learner develops the skill of digital citizenship when observe safety precautions when using digital devices as they search for information from the internet. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Effective communication the learner connects ideas logically in writing. ● Critical thinking the learner evaluates his or her own and others' compositions. 				
<p>Values: Unity: the learner display team spirit as they work in groups.</p>				

Link to other subjects:

The learner is able to relate composition writing to essay writing in Religious Studies

Suggested Learning Resources:

signed video clip, digital devices, internet, offline or print materials, adapted course books for learners with Hearing Impairment,

THEME 8: TOURISM: DOMESTIC

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.1 Observing and Articulating signs (listening and speaking)</p>	<p>8.1.1 Listening, Observing and Responding: Oral Narratives - Myths (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 terms related to the theme for effective communication, b) identify the characters in a given myth, c) narrate the key events in a given myth, d) explain the moral lesson in a set myth, e) relate the characters in a myth to real life, f) acknowledge the role/importance of oral literature 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 tourism domestic. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme tourism domestic. ● Individually, learner is guided to predict events in a <i>myth</i> from the title or pictures in the story. ● Learner who is Hard of Hearing is guided to listen to narration of a myth then retell the myth to their peers. ● Learner who is Deaf is guided to observe a signed narration of a myth then retell the myth to their peers (Ensure the seating arrangement supports 	<ol style="list-style-type: none"> 1. How can you tell what is going to happen in a story? 2. How are the characters or events in the story related to the people or happenings around us?

			<p>equal access to signed information).</p> <ul style="list-style-type: none"> ● Individually, learner is guided to watch a signed video recording of a myth. ● Individually, learner is guided to identify the characters in the myth. ● Individually, learner is guided to assign sign names to the characters in the myth. ● In pairs or small groups, learners are guided to answer signed questions from the story. ● In groups, learners are guided to discuss the lessons learnt from a myth. ● In groups, learners are guided to discuss the relevance of the story to real life (<i>Ensure the seating arrangement supports equal access to signed information.</i>) 	
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Core competencies to be developed:

- Digital Literacy: Learner develops the skill of interacting with technology as they manipulate digital devices while watching video recordings
- Communication and Collaboration: Learner develops signing and observing skills as they discuss the moral lesson of a story in groups using sign language.

Pertinent and Contemporary Issues:

Social cohesion is enhanced as the learner interacts with stories from various communities.

Values:

Responsibility: the learner cares for the digital devices.

Link to other subjects:

The learner relates Myths and other types of narratives to other learning areas such as Religious Education.

Suggested Learning Resources:

signed or captioned video clip, digital devices, adapted course books for learners with Hearing Impairment,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Sign Reading	8.2.1 Intensive Sign Reading: Poem (2 lessons)	By the end of the sub strand, the learner should be able to: a) select required information from a text, b) use nonverbal cues to bring out the message in a poem, c) make judgement on the information in a text, d) infer the meaning of unfamiliar words using contextual clues, e) acknowledge the importance comprehension in life.	<ul style="list-style-type: none"> ● Individually, learner is guided to identify the characters, themes and aspects of style such as repetition from a poem. ● Individually, learner is guided to, fingerspell and sign <i>themes and aspects of style such as repetition and assign sign names to the characters.</i> ● Individually, learner is guided to infer the meaning of words from the context. ● Individually, learner is guided to use visuals, synonyms, antonyms among others to infer the meaning of words. ● Individually, learner is guided to rap/recite the poem in turns using relevant non-verbal cues. ● Individually, learner is guided to answer direct and inferential questions based on the poem. 	<ol style="list-style-type: none"> 1. How can one tell the meaning of unfamiliar words used in a text? 2. Why should one support an opinion about a story or person with evidence?

			<ul style="list-style-type: none"> ● Individually, learner is guided to retell events depicted in the poem in own words. ● Individually, learner is guided to make evidence supported judgements about the events and the message in a poem. ● Individually, learner is guided to conduct debates based on the poem elaborating on what you like or do not like about the poem. ● Individually, learner is guided to use prior experience and previous knowledge when giving an opinion. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner develops the skills of information and communication as they interact with poems related to the theme. 				
<p>Pertinent and Contemporary Issues: Effective communication: the learner conducts debates based on the poem during club meetings</p>				
<p>Values: Respect: the learner appreciates diverse opinions while discussions in groups.</p>				
<p>Link to other subjects: The learner links the study of poems to poetry in Kiswahili.</p>				
<p>Suggested Learning Resources: Poems, print materials, charts, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>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> <p>a) identify <i>signs of</i> prepositions of position, time and place correctly,</p> <p>b) use prepositions of position, time and place in sentences correctly,</p> <p>c) appreciate the role of prepositions of position, place and time in communication.</p>	<ul style="list-style-type: none"> ● Individually, learner is guided to identify the prepositions of position, place and time from print or digital texts. ● Individually, learner is guided to fingerspell and sign prepositions of position, place and time. ● Individually, learner is guided to construct sentences using prepositions of position, place and time and display on charts. ● Individually, learner is guided to fill in gaps in given sentences using prepositions of position, time and place. ● Individually, learner is guided to search for <i>and sign</i> sentences featuring simple prepositions from newspapers, magazines and the internet. ● In small groups, learners are guided to create crossword puzzles using simple prepositions. 	<ol style="list-style-type: none"> 1. How do we show where a person or thing is? 2. How do you show the position of a thing or the time something happens?

Core competencies to be developed:

- Learning to learn: as the learner builds on their knowledge of simple prepositions to express themselves clearly.
- Creativity and imagination: Learner develops the skill of making connections as they create a crossword puzzle using simple prepositions.

Pertinent and Contemporary Issues:

Citizenship Education: the learner develops positive ethical relations while participating in group activities.

Values:

Social justice: the learner fosters fairness and justice among others as they work together to create a crossword puzzle using simple prepositions.

Link to other subjects:

The learning of correct use of prepositions is key when making presentations in all learning areas

Suggested Learning Resources:

print or digital texts, digital devices, newspapers, magazines and the internet, adapted course books for learners with Hearing Impairment, crossword puzzles

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>8.4 <i>Sign Reading</i></p>	<p>8.4.1 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 inanimate characters in a given poem, b) assign sign names to inanimate characters in a poem, c) describe traits of inanimate characters present in a given poem, d) appreciate the role of inanimate characters in poetry.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to find out the meaning of <i>inanimate characters from print and digital texts</i>. ● Individually, learner is guided to identify inanimate characters in a poem. ● <i>Individually, learner is guided to fingerspell and assign sign names to inanimate characters in a poem.</i> ● Individually, learner is guided to discuss the likely inanimate characters in a poem and their traits (<i>Ensure the seating arrangement supports equal access to signed information.</i>) ● Individually, learner is guided to recite a poem related to the theme using appropriate non-verbal cues. ● Individually, learner is guided to role play an inanimate character in a given poem. 	<ol style="list-style-type: none"> 1. How do you describe the characters in a poem? 2. Why are the characters in a poem important?

			<ul style="list-style-type: none"> ● Individually, learner is guided to relate inanimate characters with individuals in real life. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: learner develops the skill of researching and communication as they search for information about inanimate characters. ● Creativity and Imagination: learner develops the skill of networking as they role play inanimate characters. 				
<p>Pertinent and Contemporary Issues: Health Education (awareness) on HIV and AIDS is created as learner reads a poem on the same.</p>				
<p>Values: Responsibility is promoted through collaborative group tasks</p>				
<p>Link to other subjects: The learner is able to relate the aspects of poetry learnt to their learning in Kiswahili.</p>				
<p>Suggested Learning Resources: print and digital texts, digital devices, internet, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>8.5 Writing</p>	<p>8.5.1 Assessment of writing</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify errors in an essay written by self or peers,</p> <p>b) assess a composition written by self or peers and suggest corrections for errors,</p> <p>c) appreciate the importance of feedback to improve a composition.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to sign read sample compositions ● Individually, learner is guided to identify the errors in the compositions and list them down. ● Individually, learner is guided to write a composition related to the theme and peer review to correct errors. ● In groups, learners are guided to work to create a narrative composition. ● In groups, learners are guided to exchange the composition with another group for peer review. ● Individually, learner is guided to suggest corrections to be made to the composition. ● Individually, learner is guided to display the edited work on the class notice board. ● In groups, learners are guided to take part in a gallery walk and view what the other groups have done. 	<p>How does a text with errors make you feel?</p>

Core competencies to be developed:

- Communication and Collaboration: Learner develops signing skills as they sign read sample compositions in groups.
- Learning to Learn: Learner develops the skill of working collaboratively as they assess the correctness and suggests corrections to be made to the composition.

Pertinent and Contemporary Issues:

- Peer Education the learners work together to improve the compositions.

Values:

- Patriotism: the learner interacts with materials related to the theme.

Link to other subjects:

Self and peer assessment also features in composition writing in Kiswahili

Suggested Learning Resources:

sample compositions, notice board, adapted course books for learners with Hearing Impairment,

THEME 9: HEROES AND HEROINES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions(s)
<p>9.1 Observing and Articulating signs (listening and speaking)</p>	<p>9.1.1 Observing proper place of articulation of signs with correct mouth movement (Pronunciation): 9.1.1.1 Letter Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and /dʒ/ 9.1.1.2 Letter Sounds <i>a as in part, i as in third, and consonant ch as in church, dg as in judge</i> 9.1.1.2: Stressed and unstressed</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text (HoH)</p> <p>b) identify words with vowels letter sounds a as in part, i as in third, and consonant ch as in church, dg as in judge(Deaf)</p> <p>c) pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly(HoH),</p> <p>d) sign and fingerspell words with vowels letter sounds <i>a as in part, i as in third, and consonant ch as</i></p>	<ul style="list-style-type: none"> ● In small groups, learners who are Hard of Hearing are guided to listen to a recording of and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/ practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/. ● In groups, learners who are Deaf are guided to observe a signed or captioned video recording and identify the letters a as in part, i as in third, ch as in church, dg as in judge with correct mouth movement ● In pairs, learners who are Deaf are guided to practise fingerspelling letters a as in part, I as in third, ch as in church, dg as in judge with correct mouth movement ● Learner who is Hard of Hearing is guided to identify 	<ol style="list-style-type: none"> 1. Why are some words said or <i>signed</i> with greater force than others? 2. Why do we pronounce or <i>sign</i> some words differently from others in a sentence?

	<p>words (content and function words)</p> <p>(2 lessons)</p>	<p><i>in church, dg as in judge</i> (Deaf),</p> <p>e) apply stress on content words while leaving the function words unstressed (HoH),</p> <p>f) <i>Sign content words with emphasis while leaving the function words without emphasis</i>(Deaf),</p> <p>g) acknowledge the importance of emphatic stress in communication.</p>	<p>the stressed and unstressed words in a sample text.</p> <ul style="list-style-type: none"> ● In pairs, learners who are Deaf are guided to identify the words signed with emphasis and those without emphasis in a sample text. ● In pairs, learners who are Hard of Hearing are guided to practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups and make a recording in pairs. ● In groups or pairs, learners who are Deaf are guided to practise signing words and fingerspelling letters a as in part, i as in third, ch as in church, dg as in judge with correct mouth movement. ● Individually, learner who is Hard of Hearing is guided to listen to sentences as they are read out ● Individually, learner who is Deaf is guided to observe 	
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			<p>signed sentences as they are sign read clearly.</p> <ul style="list-style-type: none"> ● In groups, learner who is Hard of Hearing is guided to pick out words that are either stressed and unstressed. ● In pairs, learners who are Deaf are guided to pick out words that are either signed with emphasis or without emphasis from a text. ● In groups, learners who are Hard of Hearing are guided to recite a poem and identify the stressed words. ● In groups, learners who are Deaf are guided to recite a poem and identify the content words signed with emphasis. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self -efficacy: Learner develops effective communication skills as they pronounce and sign words correctly. ● Communication and collaboration: Learner develops signing skills as the learner works with others to pronounce and sign words correctly. 				
<p>Pertinent and Contemporary Issues: Citizenship: the learners learn sounds so that they can communicate effectively globally.</p>				
<p>Values:</p>				

Unity: the learners practise saying letter sounds together as a group to foster unity.

Link to other subjects:

Observing proper place of articulation of signs with correct mouth movement and signing content words with emphasis is key in the concept of public speaking in Creative Arts.

Suggested Learning Resources:

signed or captioned video, digital devices, poems, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.2 Sign Reading	9.2.1 Extensive Sign Reading: Grade appropriate fiction Materials - Characters (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the characters in a given fiction text, b) assign sign names to the characters in a given fiction text c) describe the traits of a given character in a fictional text, d) appreciate the role of characters in fiction. 	<ul style="list-style-type: none"> • In groups, learners are guided to search online and offline for words that can be used to describe <i>character traits</i>. • Learner who is Hard of Hearing is guided to read as they sign a given fiction material on African heroes/heroines and list the characters in the text. • In groups, learners are guided to role play the different characters identified. • In groups, learners are guided to dramatise the text and video record the performance. • In groups, learners are guided to choose a character and discuss as they sign what the character does or says. Ensure the seating arrangement allows equal access to signed information 	<ol style="list-style-type: none"> 1. How can the characters in a story be described?

			<ul style="list-style-type: none"> • In pairs, learners are guided to use flash cards to describe the traits of the given character. • In pairs, learners are guided to relate the characters in the fiction text to real life. • Individually, the learner is guided to identify the character that they like most and explain why. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: networking is enhanced as the learner role plays different characters. • Digital Literacy is developed as learners search online and video record their performances using their digital devices. 				
<p>Values: Social justice- Reading on African heroes/ heroines makes the learner understand issues that Africa as a continent is exposed to</p>				
<p>Pertinent and Contemporary Issues Citizenship Education- Ethnic and racial relations- Reading on African Heroes/ Heroines makes the learner appreciate Africa's ethnic diversity.</p>				
<p>Link to other subjects: The theme of African heroes/ heroines is handled in Social Studies.</p>				
<p>Suggested Learning Resources: flash cards, digital devices, online and offline materials, adapted course books for learners with Hearing Impairment</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>9.3 Grammar in use</p>	<p>9.3.1 Word Classes: Conjunctions – because, <i>that, when, if, unless,</i> and <i>since</i></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 listed conjunctions from a group of words,</p> <p>b) use the listed conjunctions correctly in sentences,</p> <p>c) appreciate the correct use of conjunctions in communication.</p>	<ul style="list-style-type: none"> ● In small groups, learners are guided to <i>sign read</i> a text. ● Individually, learner is guided to identify, <i>fingerspell and sign</i> conjunctions such as <i>because, that, when, if, unless, and since</i> from the text. ● Individually, learner is guided to fill in blanks in sentences using the listed conjunctions. ● Individually, learner is guided to make sentences using the listed conjunctions. ● In groups, learners are guided to create dialogues using the listed conjunctions. ● Individually, learner is guided to search online and offline for examples of the listed conjunctions. ● Individually, learner is guided to create crossword puzzles and code words featuring conjunctions. 	<ol style="list-style-type: none"> 1. Why should we join sentences correctly? 2. Why do we use conjunctions? 3. How can one join two or more sentences?

			<ul style="list-style-type: none"> ● Individually, learner is guided to create posters on heroes/heroines using sentences with conjunctions and display them on the walls. ● Individually, learner is guided to search for and <i>sign</i> sentences with conjunctions from the internet. ● Individually, learner is guided to recite poems featuring conjunctions. ● Individually, learner is guided to listen to <i>or observe signed songs and identify signs of the conjunctions used.</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: The learners develop the skill of teamwork as they work in groups and recite poems. ● Creativity and imagination: the learner uses creativity to make connections and create posters on heroes or heroines. 				
<p>● Pertinent and Contemporary Issues: Citizenship – good governance is promoted as some African heroes and heroines’ stories address issues of governance.</p>				
<p>● Values: Patriotism: the learners create posters of African heroes and heroines, and this makes learners proud of their nation.</p>				
<p>● Link to other subjects: The learner is able to relate the concept of heroes and heroines as learnt in the concept on African traditional leaders in Social Studies.</p>				
<p>Suggested Learning Resources: online and offline materials, posters, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Sign Reading	9.4.1 Intensive Sign Reading: Similes and metaphors (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> list the similes and metaphors in a given short story, use similes and metaphors in their own sentences, explain the similes and metaphors used in the short story, acknowledge the importance of similes and metaphors in communication. 	<ul style="list-style-type: none"> ● Individually, learner is guided to search online and offline for meanings of <i>simile and metaphor</i>, ● Individually, learner is guided to read a given short story and identify the similes and metaphors present. ● Individually, learner is guided to fingerspell and sign the identified similes and metaphors. ● In groups, learners are guided to discuss the meanings of the similes and metaphors identified (Ensure the seating arrangement supports equal access to signed information. ● In groups, learners are guided to discuss the relevance of the similes and metaphors in the short story (Ensure the seating arrangement supports equal access to signed information.) 	<ol style="list-style-type: none"> Why should short stories be read? How can one write a short story?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to list, fingerspell and sign the similes and metaphors they know. ● Individually, learner is guided to construct sentences using the similes and metaphors in the context of African heroes and heroines. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: national and cultural identity is enhanced as the learner uses metaphors and similes in the context of African heroes. ● Collaboration: skill of teamwork is developed when learner contributes to group discussions on similes and metaphors. 				
<p>Pertinent and Contemporary Issues: Citizenship Education- Patriotism: constructing sentences in the context of African heroes and heroines makes learners identify with Africa</p>				
<p>Values: Respect- discussion on heroes inculcates respect for the citizens of the different countries</p>				
<p>Link to other subjects: The concept of metaphors and similes is relevant to the learning of stylistic devices in Kiswahili.</p>				
<p>Suggested Learning Resources: online and offline materials, charts, pictures of African heroes and heroines adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>9.5 Writing</p>	<p>9.5.1 Creative Writing: Narrative Compositions (240-280 words) (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 in readiness for writing a narrative composition, b) recall a specific event, emotion or experience that affected them greatly, c) plan a narrative composition using prewriting techniques, d) create a narrative composition using revealing details, e) acknowledge the value of quality narrative compositions 	<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-Africa. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme heroes and heroines-Africa. ● Individually, learner is guided to identify the parts of <i>narrative composition</i>. ● In pairs or small groups, learners are guided to narrate events, feelings or experiences that impacted them (Ensure the seating arrangement supports equal access to signed information. ● In pairs or small groups, learners are guided to plan a narrative composition. ● Individually, learner is guided to write a narrative composition. 	<ol style="list-style-type: none"> 1. Why do we enjoy reading stories? 2. How can you make your composition interesting?

			<ul style="list-style-type: none"> ● In pairs or small groups, learners are guided to collaborate with peers to check each other’s work for: <ul style="list-style-type: none"> ○ Correctness of language ○ Relevance to the topic ○ Punctuation ○ Spelling ● Individually, learner is guided to review their work individually and make corrections where necessary. ● Individually, learner is guided to publish their work by either: <ul style="list-style-type: none"> ○ Sharing it through email ○ Sharing it through social media ○ Pasting the work on posters ○ Posting the work in class and conducting a gallery walk. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Imagination: the skill of making observations enhances the learner’s creativity as they create narrative compositions on a variety of topics. ● Digital literacy: interacting with digital technology is enhanced as the learner shares their work via email and on social media. 				
<p>Pertinent and Contemporary Issues: Citizenship Education: social cohesion: Working in groups makes learners learn to live harmoniously.</p>				

Values:

Unity: the learner cooperates with peers to revise and make their work better.

Link to other subjects:

The concept of narrative composition writing is related to the concept types of writing in both Kiswahili and creative Arts.

Suggested Learning Resources:

sample narrative compositions, posters, notice board, adapted course books for learners with Hearing Impairment,

THEME 10: ART

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>10.1 Observing and Articulating signs (listening and speaking)</p>	<p>10.1.1 Oral and Signed Presentations</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>articulates signs of vocabulary related to the theme for effective communication,</i></p> <p>b) identify the items in the format of a speech,</p> <p>c) present a written speech using effective speaking skills,</p> <p>d) prepare a short speech on a given topic,</p> <p>e) acknowledge the importance of good speaking skills for effective communication.</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 art. ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to art. ● Individually, learner is guided to search online and offline for the format of a <i>speech</i>, ● Learner who is Hard of Hearing is guided to listen to or watch a recorded speech from a digital device. ● Learner who is Deaf is guided to observe captioned or signed video of a speech from a digital device. ● Individually, learner is guided to identify the introduction, body and conclusion of the speech they have listened to or watched. ● In groups, learners are guided to write down points on how they can 	<p>1. How can you make a speech presentation interesting?</p>

			<p>appreciate their heritage through art.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to prepare a speech using the points generated above and present it in their small groups (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Individually, learner is guided to present the speech to the whole class as other learners provide feedback on the non-verbal cues used (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Learner who is Hard of Hearing is guided to identify the speaking <i>and signing</i> strategies that made each speech interesting. ● <i>Learner who is Deaf is guided to identify the signing strategies that made each signed speech interesting</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: the learners develop skill of teamwork as they work in groups to discuss the format of a speech. 				

- **Learning to learn:** the learners organise their own learning and acquire speech presentation skills.

Pertinent and Contemporary Issues:

Social cohesion is improved when learners are presenting a speech on art thus making learners appreciate their heritage

Values:

- Respect: the learners listen to each other's speeches and respect each other's opinions.
- Unity: the learners engage in conversations in groups making learners become united.

Link to other subjects:

Public speaking is a concept relevant in performance of various genres in Creative Arts

Suggested Learning Resources:

captioned or signed video clips, online and offline materials, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Sign Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognise signs of vocabulary related to the theme,</i> b) identify key points in a text, c) make notes from a written text, d) appreciate the importance of note making in learning.	<ul style="list-style-type: none"> ● <i>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to art.</i> ● <i>In pairs, learners are guided to identify fingerspell and sign vocabulary related to art.</i> ● Individually, learner is guided to search online and offline on how to <i>make notes.</i> ● Individually, learner is guided to <i>sign</i> read a given text on art and identify the key points. ● Individually, learner is guided to identify verbal signposts and share with peers. ● Individually, learner is guided to make notes on the margin and peer review. ● Individually, learner is guided to paraphrase the writer's words, 	<ol style="list-style-type: none"> 1. How do we determine what to include in our notes during note making? 2. Why is it important to make notes?

			<ul style="list-style-type: none"> ● Individually, learner is guided to create own abbreviations and display on a chart. ● Individually, learner is guided to jot down any ideas that a writer repeats. ● In groups, learners are guided to discuss some of the words that are used to introduce key points in a piece of writing (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Individually, learner is guided to rewrite or re- sign read their notes; reorganize into categories. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: the learners develop the skill of interacting with technology as they use electronic devices to get information. ● Creativity and imagination: The learner employs creativity to create their own abbreviations. ● Communication and collaboration: The learner develops listening skills as they learners work in groups to discuss words used in writing. 				
<p>Pertinent and Contemporary Issues: Mentorship is promoted as reading a text on Art helps learners identify some careers related to art.</p>				
<p>Values: Respect: The learners respect each other opinion when they work together to accomplish tasks.</p>				
<p>Link to other subjects:</p>				

The learner is able to relate the skills of Note making learnt in English to similar concept in all subjects as it is part of the array of study skills necessary across the board.

Suggested Learning Resources:

sample compositions, notice board, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>10.3 Grammar in Use</p>	<p>10.3.1 Word Classes: Determiners and Quantifiers (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify demonstratives and quantifiers in a given text,</p> <p>b) <i>articulate signs of demonstratives and quantifiers for effective communication,</i></p> <p>c) use demonstratives in sentences for clarity of communication,</p> <p>d) appreciate the importance of demonstratives and quantifiers communication.</p>	<ul style="list-style-type: none"> ● Individually, learner is guided to identify <i>quantifiers</i> (few and many) and <i>demonstratives</i> (this, these and that and those) from print or non-print materials. ● <i>Individually, learner is guided to fingerspell and sign the quantifiers (few and many) and demonstratives (this, these and that and those)</i> ● Individually, learner is guided to point out various items that are at different distances. ● Individually, learner is guided to determine the correct demonstratives to use in different circumstances. ● In pairs, learners are guided to generate <i>and sign</i> the plural forms of the demonstrative pronouns. ● Individually, learner is guided to demonstrate practically the differences in meaning in 	<p>Why do we use demonstratives and quantifiers?</p>

			<p>quantifiers such as <i>little</i> and <i>a little amount of water</i>.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to generate <i>and sign</i> sentences using various demonstratives and quantifiers. ● In groups, learner is guided construct <i>and sign</i> sentences using demonstrative and quantifiers from a substitution table. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner develops skill of teamwork as the learners work in pairs. ● Self-efficacy through effective communication: the learner develops confidence as they practice the correct use of demonstratives and quantifiers 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Learner support program- Participate in club and societies activities to practice the correct use of language in arts. 				
<p>Values:</p> <p>Love: is exhibited through care and compassion as the learners assist each other.</p>				
<p>Link to other subjects:</p> <p>The learner is able to relate the concept of demonstrative determiners learnt in English to similar concept in Kiswahili and French.</p>				
<p>Suggested Learning Resources:</p> <p>sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
10.4 Sign Reading	10.4.1 Intensive Sign Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) highlight the main events in the story, b) relate the events in the short story to real life, c) identify the setting in the short story, d) appreciate the importance of literature in life.	<ul style="list-style-type: none"> ● Individually, learner is guided to <i>sign</i> read a given short story. ● In groups, learners are guided to discuss the main events (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Individually, learner is guided to use a graphic organizer to highlight the events in the story. ● Individually, learner is guided to research the meaning of setting from online and offline sources and make notes. ● In pairs, learners are guided to discuss the setting of the short story they have <i>sign</i> read (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● In groups, learners are guided to discuss how the events in the 	<ol style="list-style-type: none"> 1. How do events flow logically in a story? 2. Why is the setting of a story important to the reader?

			short story relate to real life (<i>Ensure the seating arrangement supports equal access to signed information</i>).	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration as the learner work in pairs and groups to discuss the main events and how they relate to real life. • Creativity and imagination is enhanced as the learner uses a graphic organizer to highlight the events in the story. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Creative thinking is developed as the learner relates events in the short story to real life. 				
Values: <ul style="list-style-type: none"> • Unity is promoted as the learners work together to accomplish tasks 				
Link to other subjects: <ul style="list-style-type: none"> • Short stories are learnt in Kiswahili, German and French 				
Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing: Thank you notes and Congratulatory notes (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 the key elements and layout of a thank you note and a congratulatory note, b) use the correct format to write a thank you note, c) write a congratulatory note correctly, d) critique thank you notes and congratulatory notes for correctness and relevance. 	<ul style="list-style-type: none"> ● Individually, learner is guided to list some of the occasions when we write a <i>thank you note and a congratulatory note</i>, ● In pairs, learners are guided to write a thank you note and a congratulatory note. ● <i>In pairs, learners are guided to fingerspell and sign the thank you and congratulatory notes.</i> ● In pairs, learners are guided to search for samples of a thank you note and a congratulatory note from the internet, newspapers, magazines and textbooks and <i>sign</i> read through them, ● In pairs, learners are guided to download a thank you note and a congratulatory note from the internet and <i>sign</i> read through them, ● In groups, learners are guided to identify the key aspects 	<ol style="list-style-type: none"> 1. How are strong emotions expressed in writing? 2. Why should one write how they feel about something?

			<p>(components) of a thank you note and a congratulatory note.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to write a thank you note and a congratulatory note. ● Individually, learner is guided to paste the completed work on the wall. ● In pairs, learners are guided to conduct a gallery walk and give feedback for each other's work, ● Individually, learner is guided to share the a thank you note and a congratulatory note online, through email, or posters. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner successfully creates congratulatory and thank you notes individually or in small groups ● Learning to Learn: learners take charge of their own learning and search for sample congratulatory and thank you notes from newspapers, magazines and textbooks and read through them in pairs. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education -effective communication is developed as the learner creates congratulatory notes and thank you notes and look for artistic ways to make them presentable. ● Financial literacy is inculcated as learners share ideas on how art can be a source of income. 				
<p>Values: Love and responsibility: the learners cooperate to create congratulatory and thank you notes in pairs or small groups.</p>				

Link to other subjects:

The learner is able to relate the concept of Congratulatory and thank you notes learnt in English are forms of functional writing which is also an aspect learnt Kiswahili, French, German, Arabic and Chinese.

Suggested Learning Resources:

Sample compositions, notice board, adapted course books for learners with Hearing Impairment,

THEME 11: CHOOSING A CAREER

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p style="text-align: center;">11.1 Observing and Articulating signs (listening and speaking)</p>	<p style="text-align: center;">11.1.1 Conversational Skills: interviews (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognises signs of vocabulary related to the theme for effective communication,</i></p> <p>b) identify polite words and expressions in a radio or television interview</p> <p>c) use polite words and expressions when conducting an interview,</p> <p>d) appreciate the role of interviews in presenting reality.</p>	<ul style="list-style-type: none"> ● <i>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to the theme- choosing a career.</i> ● <i>In pairs, learners are guided to identify fingerspell and sign vocabulary related to the theme-choosing a career.</i> ● <i>Learner who is Hard of Hearing is guided to listen to a recorded or a role played interview and identify polite expressions used. For example, “I am sorry but...”; “your point is valid, but...”,</i> ● <i>Learner who is Deaf is guided to watch a recorded signed or a role played signed interview and identify signs of polite expressions used. For example, “I am sorry but...”; “your point is valid, but...”,</i> 	<ol style="list-style-type: none"> 1. Why is it important to use polite language during an interview? 2. How do we show respect for other people’s opinion?

			<ul style="list-style-type: none"> ● <i>Individually, learner is guided to practise signing the polite expressions used For example, “I am sorry but...”; “your point is valid, but...”</i>, ● <i>In groups, learners who are Hard of Hearing are guided to watch a video in which the speakers are engaged in a radio or television interview.</i> ● <i>In groups, learners who are Deaf are guided to watch a video in which the signers are engaged in signed television interview.</i> ● <i>In groups, learners who are Hard of Hearing are guided to make a list of the verbal and non-verbal cues used by the speakers to express politeness.</i> ● <i>In groups, learners who are Deaf are guided to make a list of the non-verbal cues used by the signers to express politeness.</i> ● <i>In pairs, learners are guided to conduct a signed interview on</i> 	
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			<p>choosing a career using polite expressions.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to search online and offline for typical questions and answers in a radio or television interview. ● Individually, learner is guided to conduct a hot seating episode that relates to experiences people go through in their various careers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: the learner develops team work skills as they plays different roles as interviewee or interviewer. ● Digital literacy: The learner develops the skill of connecting with technology as they use both the radio and television as sources of information. 				
<p>Pertinent and Contemporary Issues: Effective communication is achieved as the learner acquires skills for expressing opinions.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is developed as the learner disagrees politely. ● Unity is promoted as the learner organises and engages in interviews with peers. 				
<p>Link to other subjects: The learner is able to relate the interviewing skills learned in English to similar concept in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>11.2 <i>Sign</i> Reading</p>	<p>11.2.1 Extensive Sign Reading: Non- fiction (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognises signs of vocabulary related to the theme for effective communication,</i></p> <p>b) identify print and non-print non-fiction materials that are interesting to read,</p> <p>c) read a range of non-fiction materials for general information,</p> <p>d) appreciate the importance of reading for information.</p>	<ul style="list-style-type: none"> ● <i>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to the theme-choosing a career.</i> ● <i>In pairs, learners are guided to identify fingerspell and sign vocabulary related to the theme-choosing a career.</i> ● Individually, learner is guided to skim through print and electronic reading materials on careers. ● In groups, learners are guided to discuss the general ideas in print and electronic reading materials on careers (<i>Ensure the seating arrangement supports equal access to signed information.</i>) ● Individually, learner is guided to scan print and electronic reading materials and identify key words and phrases. 	<ol style="list-style-type: none"> 1. What is the importance of reading widely? 2. What do you consider when selecting a reading text?

			<ul style="list-style-type: none"> ● <i>Individually, learner is guided to fingerspell and sign the key words and phrases.</i> ● Individually, learner is guided to use a dictionary to look up the meaning of vocabulary acquired during independent reading. ● In pairs, learners are guided to <i>sign</i> read various texts on careers and note the key points ● Individually, learner is guided to share with peers what he or she has sign read about. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self -efficacy: The skill of working independently is developed as the learner independently selects reading materials to enhance their ability to make decisions. ● Learning to learn: The skill of learning is developed as the learner learns how to plan and manage time effectively. 				
<p>Pertinent and Contemporary Issues: Life Skills Education is promoted as the learner chooses materials to read extensively.</p>				
<p>Values: Responsibility is promoted as the learner engages in the selection of reading material.</p>				
<p>Link to other subjects: The learner is able to relate the concept of extensive reading learnt in English to similar concept in Kiswahili as the learner interacts with reference materials.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>11.3 Grammar in Use</p>	<p>11.3.1 Word Classes: Adverbs (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify adverbs formed from adjectives in sentences or a group of words,</p> <p>b) <i>articulate signs of adverbs formed from adjectives for effective communication,</i></p> <p>c) form adverbs from adjectives,</p> <p>d) use adverbs formed from adjectives in sentences,</p> <p>e) appreciate the value of adverbs in communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to select adverbs <i>formed from adjectives</i> from a print and non-print text. ● <i>Individually, learner is guided to fingerspell and sign the selected adverbs formed from adjectives.</i> ● In pairs, learners are guided to <i>sign</i> read a text on careers and identify the adverbs. ● Individually, learner is guided to construct <i>and sign</i> sentences on different careers using adverbs formed from adjectives. ● Individually, learner is guided to select, <i>fingerspell and sign</i> the correct forms of adverbs from a substitution table. ● In groups, learners are guided to search the internet, newspapers or magazine for examples of adverbs formed from adjectives <i>and sign them.</i> 	<p>Why do we form words from other words?</p>

			<ul style="list-style-type: none"> ● Individually, learner is guided to fill in blanks using adverbs formed from adjectives. ● Individually, learner is guided to compile a list of instructions using adverbs formed from adjectives. ● In pairs, learners are guided to make a list of adverbs formed from adjectives and display them on charts and posters. ● In groups, learners are guided to compose and <i>sign</i> short poems using adverbs formed from adjectives. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner develops confidence as they form adverbs from adjectives. ● Critical thinking: the learner develops researching skills as they use adverbs in sentences. 				
<p>Pertinent and Contemporary Issues:</p> <p>Decision making is developed as the learner makes decisions on adverbs to use in speech and writing.</p>				
<p>Values:</p> <p>Responsibility is promoted as the learner works in groups to select adverbs from digital devices responsibly.</p>				
<p>Link to other subjects:</p> <p>The learner is able to relate the concept of word formation learnt in English to similar concept in Kiswahili.</p>				
<p>Suggested Learning Resources:</p> <p>sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 <i>Sign</i> Reading	11.4.1 Intensive Sign Reading: Lessons Learnt (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the lessons learnt in a short story, b) relate the lessons learnt in the short story to real life, c) appreciate the role of stories in addressing societal issues.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen to or watch an audio visual story and identify moral lessons that are brought out from a digital device. ● Learner who is Hard of Hearing is guided to watch a captioned vide story and identify moral lessons that are brought out from a digital device ● In pairs, learners are guided to read the short story and retell what they have read, ● In groups, learners are guided to discuss the lessons learnt by looking at the actions and the words used in the story, ● Learners are guided to discuss how different characters bring out the lessons, ● In groups, learners are guided to role play the episodes that carry the main lessons in the short story, 	How can one derive lessons from a short story?

			<ul style="list-style-type: none"> ● Individually, learner is guided to make connections between situations in their own lives and the episodes in the text, ● Individually, learner is guided to use the lessons learnt to write a composition and share it with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: the learner develops the skills of making connections as they relate lessons from the short stories to their own lives. ● Collaboration: the learner develops the skill of teamwork the learner participates in role plays. 				
<p>Pertinent and Contemporary Issues: Patriotism and good governance is promoted as the learners endeavour to make better their world using the lessons learnt.</p>				
<p>Values: Unity as the learner works in groups to unpack lessons in the short stories.</p>				
<p>Link to other subjects: The learner is able to relate the concept of elements of literary works learned in English to similar concept in Kiswahili and Creative Arts.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>11.5 Writing</p>	<p>11.5.1 Mechanics of Writing: Prefixes and Suffixes</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with prefixes and suffixes from a text,</p> <p>b) use prefixes and suffixes correctly in sentences,</p> <p>c) acknowledge the influence of prefixes and suffixes on meaning and formation of words.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to sign read a text on careers which features words with prefixes and suffixes from print and non-print sources. ● <i>In pairs, learners are guided to fingerspell and sign words with prefixes and suffixes from print and non-print sources.</i> ● Individually, learner is guided to write down words with suffixes and prefixes from the text. ● <i>In pairs, learners are guided to fingerspell and sign words with prefixes and suffixes from the text.</i> ● In groups, learners are guided to formulate a table separating words with similar prefixes, roots and suffixes. ● Individually, learner is guided to infer the meaning of a word from prefixes. ● In groups, learners are guided to break down words into prefixes and suffixes in groups. 	<ol style="list-style-type: none"> 1. How can you tell the meaning of a word using a prefix? 2. Which words with suffixes and prefixes are confusing?

			<ul style="list-style-type: none"> ● Learners who are hard of hearing are guided to listen to a dictated list of words with prefixes and suffixes and write them down, ● <i>Learners who are Deaf are guided to observe a fingerspelled list of words with prefixes and suffixes and write them down.</i> ● Individually, learner is guided to formulate sentences using words with prefixes and suffixes. ● <i>In groups, learners are guided to sign the formulated sentences using words with prefixes and suffixes.</i> ● Individually, learner is guided to fill in blanks with the correct form of words with prefixes and suffixes. ● In groups, learners are guided to search for more examples of words with prefixes and suffixes from books, newspapers, internet among others and <i>sign them.</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: the skill of teamwork is developed as the learner generates lists of words with prefixes and suffixes in groups or pairs. 				

- Creativity and imagination: the skill of making connection is enhanced as the learner performs different tasks on prefixes and suffixes.

Pertinent and Contemporary Issues:

Creative thinking is developed as the learner formulates sentences using different forms of words.

Values:

Unity is promoted as the learner searches for more examples of words using prefixes and suffixes in groups.

Link to other subjects:

All languages empower the learners to form words correctly.

Suggested Learning Resources:

sample compositions, notice board, adapted course books for learners with Hearing Impairment,

THEME 12: MODERN FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>12.1 Observing and Articulating signs (listening and speaking)</p>	<p>12.1.1 Observing (Listening) to Respond: Attitude</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognise signs of vocabulary related to the theme for effective communication,</i></p> <p>b) explain the message in a given song,</p> <p>c) use appropriate words and expressions to express their attitude towards a given song, appreciate how choice of words affects the reader.</p>	<ul style="list-style-type: none"> ● <i>In groups learners are guided to watch a demonstration or signed video clip consumer on modern fashion.</i> ● <i>In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to modern fashion.</i> ● <i>In groups, learners are guided to listen to or observe different signed songs or with captions from a digital device or non-electronic sources and describe the messages in them (Ensure the seating arrangement supports equal access to signed information).</i> ● <i>In groups, learners are guided to perform the songs and bring out relevant emotions (Ensure the seating arrangement supports equal access to signed songs).</i> 	<p>1. Why would one dislike a song?</p>

			<ul style="list-style-type: none"> ● In groups, learners discuss issues highlighted in the songs (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● In groups, learners use words and expressions to describe their feelings about various issues in the songs including modern fashion. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Skill of task management is developed as the learner engages in fruitful discussions. ● Digital literacy: the skill of interacting with digital technology is developed as the learner interacts with digital devices. 				
<p>Pertinent and Contemporary Issues: Self-esteem is boosted as the learner expresses his or her opinion on songs.</p>				
<p>Values: Respect is promoted as the learner endeavours to accommodate the opinions of their peers on songs.</p>				
<p>Link to other subjects: The learner is able to relate the skill of making decision and giving opinions learnt in English to similar concept taught in Creative Arts that require learners to express their opinions on different issues.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.2 Sign Reading	12.2.1 Intensive Sign Reading: Comprehension Strategies (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme for communication identify mental images in a text correctly, use contextual clues to infer information and meanings of words correctly in a text, acknowledge the role of comprehension in effective communication. 	<ul style="list-style-type: none"> <i>In groups learners are guided to watch a demonstration or signed video clip consumer on modern fashion.</i> <i>In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to modern fashion.</i> In pairs, learners are guided to <i>sign</i> read the passage on modern fashion and underline sentences that create mental images. In pairs, learners are guided to <i>sign</i> read the passage on modern fashion in turns as they answer direct and inferential questions. In pairs, learners are guided to infer the meaning of words and expressions using contextual clues, In groups, learners are guided to present mental pictures from the text on charts and display them. 	How do we get information from a text?
Core competencies to be developed:				

- Critical thinking: the skill of interpretation and inference is developed as the learner identifies mental images and infers meanings of words.
- Communication and collaboration: the skill of teamwork is developed as the learner works in pairs or groups to accomplish tasks.

Pertinent and Contemporary Issues:

Personal hygiene as the learner reads passages on fashion.

Values:

Responsibility as the learner accomplishes group tasks.

Link to other subjects:

The learner is able to relate the concept of fashion learned in English to similar concept in Creative Arts and sport as they address the theme of modern fashion.

Suggested Learning Resources:

sample compositions, notice board, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>12.3 Grammar in Use</p>	<p>12.3.1 Phrasal Verbs</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify phrasal verbs correctly in a text,</p> <p>b) use the phrasal verbs correctly in sentences,</p> <p>c) acknowledge the role of phrasal verbs in making conversations interesting.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to <i>sign</i> read a text and isolate the phrasal verbs formed from <i>make, pass</i> and <i>look</i>. ● <i>In groups, learners are guided to sign the phrasal verbs formed from make, pass and look.</i> ● In groups, learners are guided to search the internet <i>or offline</i> for more examples of the given phrasal verbs and list them on different flash cards. ● <i>In groups, learners are guided to sign the listed phrasal verbs in their correct context.</i> ● In pairs, learners are guided to construct sentences on modern fashion using the given phrasal verbs. ● <i>In pairs, learners are guided to sign the sentences constructed</i> 	<ol style="list-style-type: none"> 1. How are phrasal verbs formed? 2. How can one tell the meaning of a phrasal verb?

			<p><i>using the given phrasal verbs in their right context.</i></p> <ul style="list-style-type: none"> ● In groups, learners are guided to use print and digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: teamwork skill is developed as the learner forms phrasal verbs with peers in pairs. ● Digital literacy: the skill of interacting with technology is developed as the learner checks the meanings of phrasal verbs from digital dictionaries. 				
<p>Pertinent and Contemporary Issues: Cultural awareness is promoted as the learner constructs sentences on modern fashion.</p>				
<p>Values: Unity is promoted as the learner makes contributions in group activities.</p>				
<p>Link to other subjects: The learner is able to relate the concept of phrasal verbs learned in English to language patterns learnt in Kiswahili.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Sign Reading	12.4.1: Short Story: Characters (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the characters in the short story, b) <i>assign sign names to characters in the short story,</i> c) write a paragraph on the characters in the short story, d) appreciate the role of characters in stories. 	<ul style="list-style-type: none"> ● <i>In pairs, learners are guided to sign read a story in print or non-print form.</i> ● <i>In pairs, learners are guided to identify the characters in the story they have sign read.</i> ● In groups, learners are guided to <i>assign sign names to characters in the short story.</i> ● In groups, learners are guided to categorize the characters as good or bad based on their actions and words. ● In pairs, learners are guided to <i>sign read</i> a short story and discuss the actions and words of the characters in the story. ● <i>.(Ensure the seating arrangement supports equal access to signed discussion)</i> ● Learners are guided to write paragraphs describing <i>the traits of the characters</i> in the short story using different words and expressions. ● In groups, learners are guided to compare and contrast the traits of the characters in the short story. 	How can character traits be described?

			<ul style="list-style-type: none"> ● Learners are guided to describe how some characters in the short story are similar to the people they know. <i>(Ensure the seating arrangement supports equal access to signed information)</i> ● In groups, learners are guided to role play the different characters in the short story bringing out their traits. ● Learners are guided to make connections between their own lives and those of characters in the text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: researching skills are developed as the learner analyses characters in the short story. ● Problem solving interpretation and inference skills is developed as the learner relates characters in the story to those in real life. 				
<p>Pertinent and Contemporary Issues: Peace education is promoted as the learner appreciates the fact that different people have different traits.</p>				
<p>Values: Unity is promoted as the learner interacts with others in discussion groups or in pairs.</p>				
<p>Link to other subjects: The learner is able to relate the concept of characterisation learned in English to similar concept in Kiswahili, and Creative Arts as they have elements of characterisation.</p>				
<p>Suggested Learning Resources: sample compositions, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.5 Writing	12.5.1 The writing processes (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognises signs of vocabulary related to the theme for effective communication, b) explain the process of writing a dialogue, c) write a dialogue on a given topic correctly, d) acknowledge the importance of the writing process.	<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 the theme- choosing a career. • In pairs, learners are guided to identify fingerspell and sign vocabulary related to the theme- choosing a career. • In groups, learners are guided to search online and offline for the stages of <i>the writing process</i> (i.e. pre-writing, drafting, editing, revising, publishing) and present them on a manila paper. • In pairs, learners are guided to sign read the stages of the writing process (i.e. pre-writing, drafting, editing, revising, publishing) • In pairs, learners are guided to brainstorm on possible topics for a dialogue writing on modern fashion. <i>.(Ensure the seating arrangement supports equal access to signed information)</i> 	<ol style="list-style-type: none"> 1. How can a good dialogue be written? 2. Why should one write a dialogue?

			<ul style="list-style-type: none"> e) Individually, learner is guided to undertake the stages of the writing process in creating a dialogue. f) Individually, learner is guided to display the dialogues for peer review and revision. g) In pairs, learners are guided to edit the dialogues to make corrections for clarity, grammar, spelling and punctuation. h) In groups, learners are guided to work with the teacher to evaluate the individual dialogues. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the skill of teamwork is enhanced as the learner works in pairs to brainstorm on modern fashion. ● Critical thinking: the skill of open-mindedness and creativity is developed as the learner creates a dialogue on modern fashion. 				
<p>Pertinent and Contemporary Issues: Effective communication is developed as the learner expresses themselves through well written dialogues</p>				
<p>Values: Unity is promoted as the learner generates topics for dialogues in their groups</p>				
<p>Link to other subjects: Dialogue writing is relevant to the skills of scripting in Creative Arts.</p>				
<p>Suggested Learning Resources: sample dialogues, online and offline texts, notice board, adapted course books for learners with Hearing Impairment,</p>				

THEME 13: CONSUMER PROTECTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.1 <i>Observing and Articulating signs (listening and speaking)</i>	13.1.1 Extensive Listening and observing keenly: 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, b) identify messages in poems, c) perform poems using appropriate techniques, d) acknowledge the role of poems in society.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips on consumer protection or observe a signed demonstration of vocabulary related to consumer protection. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to consumer protection. ● In groups, learners are guided to watch <i>captioned or signed</i> recordings or performances of poems on the need for consumer protection and patriotism for enjoyment. ● In pairs, learners are guided to discuss the different <i>messages</i> in the poems. ● In groups, learners are guided to discuss the performance techniques that make the presentations appealing (<i>Ensure the seating arrangement supports equal access to signed information</i>). 	How can you improve the presentation of a poem?

			<ul style="list-style-type: none"> ● In groups, learners are guided to identify poems on the need for consumer protection and <i>perform</i> them while recording themselves. ● In pairs, learners are guided to discuss what stands out in each group presentation (<i>Ensure the seating arrangement supports equal access to signed information</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: teamwork skill is enhanced as the learner practices and presents poems in groups. ● Self-efficacy: the skill of self-awareness is enhanced as the learner discusses what stands out in each group presentation thus enhancing performance. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Consumer literacy skills: as the learner interacts with poems on the need for consumer protection. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: as the learner interacts with poems on patriotism 				
<p>Link to other subjects: Sign reading poems on consumer protection and patriotism is related to concepts on business which are handled in Pre-Technical Studies.</p>				
<p>Suggested Learning Resources: Signed video clips or with captions, poetry books, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.2 <i>Sign Reading</i> Reading</p>	<p>13.2.1 Intensive Sign Reading: Comprehension strategies (2 lessons)</p>	<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 in readiness for reading, identify the key points in a passage, create mental images of the characters, places and events in the text, summarise the key points in the text, appreciate the role of reading in lifelong learning. 	<ul style="list-style-type: none"> In pairs, learners are guided to watch captioned video clips on consumer protection or observe a signed demonstration of vocabulary related to consumer protection. Individually, learner is guided to identify, fingerspell and sign vocabulary related to consumer protection. Individually, learner is guided to sign read or read a text on the need for consumer protection and <i>identify the key points</i>. In pairs, learners are guided to underline sentences that help <i>create mental images (visualising)</i> about the characters, places and events. In groups, learners are guided to role play events and characters in the passage. Individually, learner is guided to answer questions based on the sign read or read text. 	<p>How do you identify the key points while reading a text?</p>

			<ul style="list-style-type: none"> • Individually, learner is guided to fill out the summary maps/charts with the key ideas on characters, problems or solutions. • Individually, learner is guided to write a paragraph that <i>summarises</i> the key points in the story in own words. • Individually, learner is guided to use information from the maps to write out correct sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking: skill of reflection is enhanced as the learner visualizes events, characters and places in a text thereby engaging the learner’s thoughts. • Problem solving: skill of interpretation and inference is enhanced as the learner reads passages on the need for consumer protection and summarises the information. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • b is promoted as the learner reads passages on the need for consumer protection. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love is fostered as the learner role-plays events and characters in the passage in groups. 				
<p>Link to other subjects: Pre- Technical Studies addresses consumer literacy skills.</p>				
<p>Suggested Learning Resources: summary maps or charts, print texts, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar in Use	13.3.1 Word Classes: Compound Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify compound sentences from texts, b) construct compound sentences using different coordinating conjunctions, c) sign compound sentences using different coordinating conjunctions, d) appreciate the usage of compound sentences in communication.	<ul style="list-style-type: none"> • Individually, learner is guided to sign read or read a text on the need for consumer protection and identify the compound sentences. • Individually, learner is guided to search online and offline for coordinating conjunctions to be used in constructing compound sentences, for example, but, or, and, so. • In groups, learners are guided to fingerspell and sign coordinating conjunctions to be used in constructing compound sentences, for example, but, or, and, so. • Individually, learner is guided to construct compound sentences on a variety of issues including consumer protection using different conjunctions. • <i>In pairs, learners are guided to sign the constructed compound sentences on a variety of issues</i> 	<ol style="list-style-type: none"> 1. Why do we join sentences? 2. How do we join sentences?

			<p><i>including consumer protection using different conjunctions.</i></p> <ul style="list-style-type: none"> • In groups, learners are guided to join different independent clauses using a drag and drop application or a completion table. • Learners are guided to display their sentences in class for peer review. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: the skill of speaking and signing is exhibited as the learner communicates ideas clearly when using compound sentences. • Digital literacy: the skill of interacting with technology is showcased as the learner manipulates the drag and drop application to join different independent clauses. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Consumer protection as the learner sign reads texts and constructs sentences on the theme. • Effective Communication is exhibited as the learner uses compound sentence to combine ideas. 				
<ul style="list-style-type: none"> • Values: Social justice is fostered as the learner provides support to peers through peer review. 				
<ul style="list-style-type: none"> • Link to other subjects: The concept of constructing compound sentences is related to what learners learn in Kiswahili. 				
<p>Suggested Learning Resources: online and offline texts, internet, charts notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4. <i>Sign</i> Reading	13.4.1 Short Story: Style (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify personification and flashback in a short story, b) read or <i>sign read</i> and dramatise selected parts of a short story featuring personification and flashback, c) appreciate the creative use of language in short stories. 	<ul style="list-style-type: none"> ● Learners are guided to <i>sign read or read</i> in turns the selected short story. ● In pairs, learners are guided to narrate the sequence of events in the selected short story (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Individually, learner is guided to identify personification and flashback in the selected short story. ● In groups, learners are guided to dramatize the selected parts of the story containing personification and flashback. ● Learners are guided to make short notes on personification and flashback with examples from the short story. 	How does a writer make a story interesting?
Core competencies to be developed: Learning to learn is displayed as the learner works collaboratively to dramatize selected parts of the story.				
Pertinent and Contemporary Issues: Decision Making is enhanced as the learner identifies instances of personification and flashback.				
Values: Responsibility is promoted as the learner takes up tasks assigned to them as they dramatise the story.				

Link to other subjects:

Stylistic devices such as personification and flashback are relevant in the creation scripts in Creative Arts.

Suggested Learning Resources:

Story books, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.5 Writing	13.5.1 Creative Narrative Composition: Idioms (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of the specified idioms in context, b) compose a narrative composition using the specified idioms, c) appreciate the value of idioms in spoken and written communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to search online and offline for the meaning of the following idioms: <ul style="list-style-type: none"> - <i>have the guts</i> - <i>burn the midnight oil</i> - <i>apple of one's eye</i> - <i>come in handy</i> - <i>time is ripe</i> - <i>hit the nail on the head</i> - <i>cry over spilt milk</i> ● In groups, learners are guided to engage in a language game <i>such as use of task cards</i>, on sentence construction featuring the given idioms. ● Individually, learner is guided to write a narrative composition using the specified idioms. ● In groups, learners are guided to share the compositions for peer review. 	<ol style="list-style-type: none"> 1. What makes a story outstanding? 2. How can we improve our writing skills?

Core competencies to be developed

- Communication: the skill of writing clearly and correctly is showcased as the learner writes a narrative composition effectively using the specified idioms.
- Collaboration: teamwork skill is exhibited as the learner reflects on progress made as they share their compositions.
- Digital Literacy: skill of interacting with technology is achieved as learners interact with technology when confirming online the meaning of the specified idioms.

Pertinent and Contemporary Issues:

Effective Communication is achieved as the learner expresses their ideas creatively in narrative composition.

Values:

Respect is fostered as the learner listens to peers' opinions and views about their compositions.

Link to other subjects:

The learner is able to apply the skills of narrative composition writing to their learning of creative writing in Creative Arts.

Suggested Learning Resources:

sample compositions, *task cards*, notice board, adapted course books for learners with Hearing Impairment,

THEME 14: SPORTS: OLYMPICS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>14.1 Observing and Articulating signs (listening and speaking)</p>	<p>14.1.1 Articulating signs and variation in facial expression and body language (Pronunciation and Intonation)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify silent consonant letters in words,</p> <p>b) fingerspells and sign words containing silent letters,</p> <p>c) pronounce words with silent consonant letters in sentences(HoH),</p> <p>d) fingerspell and sign words with silent consonant letters in sentences (Deaf),</p> <p>e) use the correct intonation in declarative and exclamatory sentences(HoH),</p> <p>f) use correct variation in facial expression and body language in</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to search online and offline for words with the following silent consonant letters /r///k//g//p//t/and /b/ and practise the pronunciation of the given words. ● Learner who is Deaf is guided search online and offline for wards with the following consonant letters /r/ // as in hour /k/ as in knight /g/ as in gnome /p/ as in receipt /t/and ballet /b/ as in and practise signing the given words, ● Learner who is hard of hearing is guided to listen from the online dictionaries and tutorials for the 	<p>Why should we use the right intonation or vary facial expression and body language when speaking?</p>

		<p>declarative and exclamatory sentences (Deaf),</p> <p>g) acknowledge the importance of correct pronunciation and intonation (HoH),</p> <p>h) acknowledge the importance of observing proper place of articulation of signs with correct mouth movement and <i>varying facial expression and body language</i> in communication(Deaf).</p>	<p>correct articulation of the specified sounds.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to observe online dictionaries and tutorials for the correct articulation of the specified words. ● Individually, learner who is Hard of Hearing is guided to watch or listen to the teacher or audio-visual recording of some sentences on sports and indicate whether a falling or rising intonation has been used. ● Individually, learner who is Deaf is guided to observe the teacher or signed audio-visual recording of some sentences on sports and indicate whether variation in facial expression and body language has been used. ● In groups, learners who are Hard of Hearing are guided to use correct intonation when reading declarative and exclamatory sentences. 	
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			<ul style="list-style-type: none"> ● In groups, learners who Deaf are guided to use correct variation in facial expression and body language when sign reading declarative and exclamatory sentences. ● In pairs, learners who are Hard of Hearing are guided to practise reading as they sign words with silent letters and give feedback. ● In pairs, learners who are Deaf are guided to practise signing and fingerspelling words with silent letters. ● In pairs, learners are guided to underline silent letters in words. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: effective communication skills are fostered as the learners identify what they find difficult as they endeavour to use correct intonation when reading declarative and exclamatory sentences and addressing the issue. ● Digital literacy: The skill of interacting with digital technology is enhanced as the learners interact with recording of words on digital devices. 				
<p>Pertinent and Contemporary Issues: Effective communication: as learners learn observing proper place of articulation of signs with correct mouth movement.</p>				
<p>Values: Social justice: as learner practises sign reading and fingerspelling words with silent letters in pairs and give feedback.</p>				
<p>Link to other subjects:</p>				

The learner is able to relate observing proper place of articulation of signs with correct mouth movement and varying facial expression and body language while signing content words in sentences in all subjects

Suggested Learning Resources:

dictionary, charts, flash cards, digital devices, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.2 Sign Reading	14.2.1 Study Skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognise signs of vocabulary related to the theme in readiness for sign reading,</i> b) identify the main ideas in a descriptive text, c) make notes from a descriptive text, d) summarise a descriptive text in a paragraph of stated number of words, e) acknowledge the role of note making and summarise texts.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips on sports-Olympics or observe a signed demonstration of vocabulary related to wildlife. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to sports-Olympics. ● Learners are guided to discuss steps to follow when making notes and writing summaries (Ensure the seating arrangement supports equal access to signed information). ● Individually, learner is guided to search for, and sign read or read samples of well written summaries and notes. ● In groups, learners are guided to share ideas on qualities of well written notes and summaries. ● In groups, learners are guided to sign read and read a descriptive text on safety in sports and identify the key points. 	<ol style="list-style-type: none"> 1. Why is it important to summarise information? 2. How can key points be identified in a text?

			<ul style="list-style-type: none"> • In pairs, learners are guided to make notes from a descriptive text. • In groups, learners are guided to combine the points into a coherent paragraph using connectors to make a summary in a specified number of words. • Learner is guided to display the paragraphs in class for peer review. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of sharing learnt knowledge is achieved as learners display their paragraphs for peer review. • Self-efficacy: the skill of effective communication is enhanced as learners make notes and summarise to improve their study skills. 				
<p>Pertinent and Contemporary Issues: Safety is promoted as learners read a text on safety in sports and identify key points.</p>				
<p>Values: Unity is fostered as learners work together to identify main ideas brought out in texts</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Note making and summary writing skills are important in all subjects such as Religious Education and Integrated Science. 				
<p>Suggested Learning Resources: written summaries and notes, notice board, adapted course books for learners with Hearing Impairment,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>14.3 Grammar in Use</p>	<p>14.3.1 Sentences: Active and Passive Voice</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify sentences in the active and passive voice,</p> <p>b) transform sentences from active to passive voice and vice versa,</p> <p>c) construct sentences in the active and passive voice,</p> <p>d) appreciate the use of active and passive voice in effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to <i>sign read</i> and read print or non-print texts on the Olympics and underline active and passive sentences. ● In pairs, learners are guided to change simple sentences from active to passive voice and vice versa. ● <i>In pairs, learners are guided to sign sentences in active and passive voice.</i> ● In groups, learners are guided to create sentences in active and passive voice and display them in a gallery for peer review ● Individually, learner is guided to search online and offline for more active and passive sentences and <i>sign read them.</i> 	<ol style="list-style-type: none"> 1. Why should one use a variety of sentences? 2. How can one tell the doer and the receiver of an action in a sentence?

Core competencies to be developed:

- Communication and Collaboration: signing and speaking skills are boosted as learners create sentences in groups for it improves the learner's ability to express themselves in a variety of situations.
- Self-efficacy: effective communication skills are enhanced as learners use passive and active voice in communication.

Pertinent and Contemporary Issues:

Life Skills Education is promoted as learners change active sentences into passive ones.

Values:

Respect is fostered as learners give their opinions during peer review of sentences.

Link to other subjects:

The concept of active and passive voice is related to learning of sentence construction in Kiswahili.

Suggested Learning Resources:

Print or non-print texts, dictionary, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.4 <i>Sign</i> Reading	14.4.1 Extensive Sign Reading: Short story (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the ideas in the short story, b) relate the ideas from the short story to real life experiences, c) appreciate the value of short stories in reflecting social issues.	<ul style="list-style-type: none"> ● In pairs, learners are guided <i>to sign read and read</i> a short story and identify the ideas it conveys. ● In groups, learners are guided to discuss the events and characters in a short story and the issues the writer brings out through them. <i>.(Ensure the seating arrangement supports equal access to signed information)</i> ● In pairs, learners are guided to make connections between the ideas in the short story and their own experiences and those of the people they know. ● In groups, learners are guided to dramatise and record sections of the short story that reflect real life experiences. 	How are stories related to what happens in real life?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Problem solving: the skill of interpretation and inference is inculcated as the learners make connections between the short stories and their own experiences. ● Communication and collaboration: teamwork skill is achieved as the learner works in pairs or groups to undertake different tasks. 				

Pertinent and Contemporary Issues:

Social cohesion is promoted as learners relate the text to real life experiences and make informed decisions in their lives.

Values:

Social justice is formulated as all learners with varied abilities discuss in pairs or groups.

Link to other subjects:

The examination of the short story as a genre is related to analysis of texts in Kiswahili.

Suggested Learning Resources:

Story books, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>14.5 Writing</p>	<p>14.5.1 Creative Writing: Descriptive Writing (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words and expressions for describing people, places and events,</p> <p>b) <i>articulate signs of words and expressions for describing people, places and events,</i></p> <p>c) write a descriptive composition on people, places and events,</p> <p>d) value the place of description in written and spoken communication.</p>	<ul style="list-style-type: none"> • In groups, learners are guided to search online and offline for words and expressions that can be used to appeal to the five senses (of touch, smell, sight, taste and hearing) and classify them in a table. • In pairs, learners are guided to sign words and expressions that can be used to appeal to the five senses (of touch, smell, sight, taste and hearing). • In pairs, learners are guided to sign read and read a passage on various issues in Olympics such as avoiding and responding to sporting accidents and underline descriptive words and sentences. • In groups, learners are guided to watch a video or a visual on one of the sports their country participates in at the Olympics and draft a descriptive paragraph from it. • Individually, learner is guided to create a descriptive composition 	<ol style="list-style-type: none"> 1. Which words or expressions do we use to describe things, events or people? 2. How can description make our writing better?

			<p>based on one of the sports featured in the Olympics.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to share the compositions in class for feedback from peers, revise and publish their writing through different means such as posters, school website or class blogs. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: the skill of making connection is sharpened as the learners’ craft descriptive essays in composition writing. ● Communication and Collaboration: teamwork skill is enhanced as learners assist each other to correct and revise their compositions. 				
<p>Pertinent and Contemporary Issues: Safety and security as learners read passages on Olympics to acquire knowledge on how to avoid or respond to sporting accidents.</p>				
<p>Values: Patriotism: as learners read texts about their country’s participation in various sports in the Olympics.</p>				
<p>Link to other subjects: Writing of descriptive essays is relevant in the writing of factual essays in Social Studies and Religious Education.</p>				
<p>Suggested Learning Resources: Signed or captioned video clip, notice board, posters, school website or class blogs, internet, adapted course books for learners with Hearing Impairment,</p>				

THEME 15: TOURIST ATTRACTION SITES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>15.1 Observing and Articulating signs (listening and speaking)</p>	<p>15.1.1 Oral and Signed Reports: Events (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) recount events that take place outside the classroom,</p> <p>c) present a report on occurrences taking place out of the classroom using verbal and non-verbal cues,</p> <p>d) acknowledge the role of oral reports in communication.</p>	<ul style="list-style-type: none"> • In pairs learners are guided to watch a demonstration or signed video clip with vocabulary on the theme tourist attraction sites-Africa. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme tourist attraction sites-Africa. • Individually, learner is guided to scan through pictures taken in a tourist attraction site and discuss the activities involved (Ensure the seating arrangement supports equal access to signed information). • In pairs, learners are guided to search online or offline for oral reports and note the steps taken during the presentations. • In groups, learners are guided to review an out of class activity and 	<ol style="list-style-type: none"> 1. How can you make your presentation convincing? 2. Why do we give oral reports?

			<p>order the sequence of events of the activity.</p> <ul style="list-style-type: none"> • In groups, learners are guided to rehearse an oral report paying attention to verbal and non-verbal cues (Ensure the seating arrangement supports equal access to signed information). • In groups, learners are guided to present signed or oral reports on the activities as they took place using verbal and non-verbal cues (Ensure the seating arrangement supports equal access to signed information). • In groups, learners are guided to provide feedback on reports presented by peers and suggest improvements. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the skill of making observations is enhanced as the learner reviews and orders activities taking place outside the classroom. • Communication and collaboration: teamwork skill is enhanced as the learner undertakes activities in pairs or groups. • Digital literacy- Interacting with technology is enhanced as the learner generates ideas from pictures and oral presentations online. 				
<p>Pertinent and Contemporary Issues:</p>				

Environmental Education is promoted as learners scan through pictures taken in a tourist attraction site.

Values:

Patriotism is fostered as learners discuss the activities involved in a tourist attraction site.

Link to other subjects:

The skills acquired through making of signed oral reports are relevant in the learning of subjects such as Religious Education which require learners to give reports.

Suggested Learning Resources:

Pictures, online or offline materials, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.2 <i>Sign Reading</i>	15.2.1 <i>Sign Reading Fluency</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline reading fluency aspects and strategies observed while reading aloud (HoH), b) <i>outline sign reading fluency aspects and strategies while sign reading clearlyDeaf</i>), c) sign read texts accurately, with expressions and at the right speed, d) apply fluency strategies when <i>reading and sign reading</i> a text, e) appreciate the significance of poems in communication.	<ul style="list-style-type: none"> ● <i>In groups</i>, learners who are Hard of Hearing are guided to brainstorm on the reading fluency aspects such as accuracy, speed and reading with expression, and display them in a chart. ● In groups, learners who are Hard of Hearing are guided to brainstorm on the sign reading fluency aspects such as accuracy, speed and sign reading with expression, and display them in a chart. ● In pairs, learners are guided to find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa and <i>sign read them clearly or read</i> aloud in turns. ● In pairs, learners are guided to practice the following fluency strategies as they read and <i>sign read</i>: <ul style="list-style-type: none"> ○ preview a text before reading ○ skim a text to obtain the main idea ○ scan a text to obtain specific details ○ ignore unknown words when reading a text 	1. Why should we read a text at the right speed?

			<ul style="list-style-type: none"> ● In groups, learners are guided to engage in a reader's theatre. ● In groups, learners are guided to sign and recite the choral poem in. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: the skill of connecting with technology is enhanced as the learners find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa 				
<p>Pertinent and Contemporary Issues (PCI) Effective Communication is sharpened as learners perfect their reading skills. Citizenship is fostered as learners explore texts on tourist attraction in Africa and this in turn enhances their global awareness.</p>				
<p>Values: Peace is promoted as learners work together in groups to recite the choral verses.</p>				
<p>Link to other subjects: The concept of reading fluency is applicable in the learning of all the subjects.</p>				
<p>Suggested Learning Resources: charts, online or offline materials, story books, poetry books, adapted course books for learners with Hearing Impairment</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.3 Grammar in Use	15.3.1 Types of Sentences: Interrogative sentences (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify interrogative sentences and question tags from a text, b) use interrogative sentences and question tags in varied contexts, c) appreciate the role of correctly framed questions in communication. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to sign read a text online or offline on varied topics including tourist attraction sites in Africa. ● In pairs, learners are guided to identify interrogative sentences such as WH- questions, Yes/ No questions and alternative questions. ● In pairs, learners are guided to identify question tags from a given text and practise asking and answering them. ● In groups, learners are guided to form interrogatives and tag questions and display them on a graphic organiser. ● In groups, learners are guided to use interrogatives in a role play relevant to the theme of tourism in Africa 	<ol style="list-style-type: none"> 1. How do we ask questions? 2. How do we answer questions?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to sign <i>read</i> a dialogue featuring interrogatives and tag questions ● Individually, learner is guided to search the internet for more examples of question tags and interrogatives. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Communication and collaboration: teamwork skill is developed as the learner accomplishes different tasks in pairs or groups. ● Self- efficacy: effective communication skill is sharpened as learners construct different types of interrogatives. 				
Pertinent and Contemporary Issues:				
Problem Solving is promoted as learners ask and answer questions on tourism in Africa.				
Values:				
Respect for each other is emphasised as learners engage in a dialogue featuring interrogative sentences and question tags.				
Link to other subjects:				
The skill of asking and answering questions is taught in all subjects.				
Suggested Learning Resources:				
Graphic organiser, internet, dictionary, online or offline texts adapted course books for learners with Hearing Impairment,				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Reading	15.4.1 Poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the ideas in the Poems, b) derive the lessons learnt in the poem, c) recognise the role of poems in addressing societal issues.	<ul style="list-style-type: none"> ● In groups, learners are guided to recite and dramatize the given poems for enjoyment. ● In groups, learners are guided to outline, <i>sign</i> the subject matter and share with peers. ● Individually, learner is guided to identify the messages conveyed in the poems and make notes. ● In groups, learners are guided to highlight lessons learnt from the poems and discuss the lessons brought out through the relationship between characters in the poem. ● Learners are guided to present lessons learned in posters to be displayed in the notice boards for peer review (Ensure the seating arrangement supports equal access to signed information). 	<ol style="list-style-type: none"> 1. Which lessons have you learnt from poems before? 2. How can you say what is in the poem in your own words?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Problem solving: evaluation and decision making skill is enhanced as learners get ideas from poems on how to solve problems of self and others. ● Self – efficacy: effective communication skills are enhanced as the learner recites and dramatises poems. 				

Pertinent and Contemporary Issues:

Social cohesion is nurtured as learners appreciate the role of their peers as they recite and dramatise the poems.

Values:

Respect as the learners provide feedback on lessons identified by peers with dignity

Link to other subjects:

- The skills acquired by learners as they dramatise poems and other genres are related to performance techniques in Creative Arts.

Suggested Learning Resources:

Poetry books, posters, notice board, adapted course books for learners with Hearing Impairment,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.5 Writing	15.5.1 Functional Writing: Personal Journals (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline the components of a personal journal,</p> <p>b) create a personal journal on varied experiences,</p> <p>c) evaluate a journal for correctness and relevance.</p>	<ul style="list-style-type: none"> • Individually, learner is guided to explain the purpose of keeping a diary or journal. • In pairs, learners are guided to view sample journals and identify the components. • In groups, learners are guided to brainstorm and choose ideas to write about using prompts like: <ul style="list-style-type: none"> - What was your experience during the visit to the national park? (Ensure the seating arrangement supports equal access to signed information). • Learners are guided to bring to school a physical journal or sign-up for an online journal or improvise one and make entries. • Learners are guided to reflect on an experience, and record thoughts and feelings about it and enter them in the journal. • Learners are guided to re-read the entries and add additional thoughts. 	<ol style="list-style-type: none"> 1. Why do we write journals? 2. What would you like to remember about an experience?

			<ul style="list-style-type: none"> Learners are guided to publish the journals they have created through posters and social media. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Self-Efficacy: self-awareness and planning skill is promoted as learners practise writing journals Communication and Collaboration: teamwork skill is enhanced as the learner brainstorms on journal entries in groups. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Creative Thinking: as learners generate experiences to record in the journals Citizenship Education: is brought out as learners talk about a visit to a national park 				
<p>Values:</p> <p>Love is inculcated as learners jointly review journals written by peers with compassion.</p>				
<p>Link to other subjects:</p> <p>Journaling is a skill that relates to formative assessment in all subjects including Agriculture and Nutrition.</p>				
<p>Suggested Learning Resources:</p> <p>sample journals, diary, digital devices, internet, adapted course books for learners with Hearing Impairment,</p>				

SCORING RUBRIC

OBSERVING AND ARTICULATING SIGNS (LISTENING AND SPEAKING)

Level Indicator	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Communication <i>(pronunciation, intonation and audibility)</i>	Almost perfect/error-free <i>articulation of signs and variation in signing speed and body language</i> (pronunciation and intonation). There is effort to <i>sign</i> (sound) like a native <i>signer</i> (speaker). The learner is clearly <i>perceived</i> (heard) as the response is logical and very easy to follow.	Good <i>articulation of signs and variation in signing speed and body language</i> (pronunciation and intonation) with few errors but the learner is clearly <i>perceived</i> (heard) and can be judged as the response is logical and easy to follow.	Hesitates with frequent errors of <i>articulation of signs and variation in signing speed and body language</i> (pronunciation and intonation). Meaning can be guessed from the responses. Not <i>observable</i> (audible) and difficult to follow.	Weak <i>articulation of signs and variation in signing speed and body language</i> (pronunciation and intonation) and many errors. Lacks sequence and <i>unobservable</i> (inaudible). No meaning can be derived from the responses. So, it is difficult to follow.

<p>Comprehension (<i>correct responses and appropriate vocabulary</i>)</p>	<p>Interprets all questions in context. Responds to all questions appropriately. Uses a variety of vocabulary in response to questions.</p>	<p>Interprets most questions in context. Responds to most questions appropriately. Uses the appropriate vocabulary in response to questions.</p>	<p>Interprets some questions in context. Responds to some questions appropriately. Use limited vocabulary in response to questions.</p>	<p>Exhibits lack of understanding of the questions or does not respond to questions at all.</p>
<p>Use of Non-Verbal Cues (<i>confidence, facial expressions, body posture, eye contact, gestures</i>)</p>	<p>Uses a variety of non verbal cues: appropriate facial expressions, body postures, gestures, pauses, poise and meaningful eye contact with the teacher at all times and speaks with confidence.</p>	<p>Uses non verbal cues appropriately: facial expressions, body postures and gestures. Maintains meaningful eye contact with the teacher most of the times and speaks with confidence.</p>	<p>Occasionally uses some non verbal cues and some times and speaks with confidence.</p>	<p>Hardly uses non verbal cues. Makes no eye contact with the teacher, keeps looking down and away while speaking.</p>

SIGN READING (READING ALOUD) RUBRICS

Level Indicator	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
<p>Speed <i>(number of words sign read correctly per minute)</i></p>	<p><i>Sign reads correctly more than 90 words within 1 minute.</i></p> <p>Sign reading is consistently smooth and natural; pauses are consistently where they should be throughout the sign reading time.</p>	<p><i>Sign reads correctly at least 90 words within 1 minute. Sign reading is smooth and natural; pauses are where they should be most of the sign reading time.</i></p>	<p><i>Sign reads correctly between 45 to 89 words</i></p> <p>Reading is sometimes is halted and the reader does not pause effectively at sentence ends and commas.</p>	<p><i>Sign reads correctly below 45 words in a minute. Sign reading proceeds with difficulty and many words are repeated. There are many stops and starts that make the signreading hard to follow.</i></p>

<p>Volume and Accuracy</p> <p><i>(loudness, pronunciation and grouping of words)</i></p> <p><i>Signing intensity, clarity and precision of signs and use pauses, facial expressions, and body language</i></p>	<p>Reads clearly and loudly. Pronounces correctly more than 90 words in the passage. Groups words logically throughout when reading.</p> <p><i>Signs clearly and boldly. Signs accurately and with precision, more than 90 words in a passage. Organizes signs logically and coherently throughout the reading</i></p>	<p>Reads clearly and loudly enough, correctly pronounces all the 90 words. Groups many words logically when reading.</p> <p><i>Signs clearly and boldly. Signs accurately all the 90 words in a passage. Organizes many signs logically when the reading</i></p>	<p>Reads clearly and loudly some parts of the passage. Pronounces correctly 45 to 89 words. Groups some words logically when reading.</p> <p><i>Signs clearly and boldly some parts of the passage. Signs accurately 45-89 words. Organizes some signs logically when the reading</i></p>	<p>Often mumbles and cannot be understood.</p> <p>Pronounces below 45 words. Volume is too soft to be heard; reads word by word and must be assisted.</p> <p><i>Signs lack clarity. Articulation may be inconsistent, affecting overall expressiveness. Signs below 45 words. Limited self-sufficiency, heavily reliant on external help.</i></p>
<p>Sign reading with Expression</p>	<p>The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the</p>	<p>The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the</p>	<p>The voice sometimes carries appropriate inflection and the tone sometimes changes to capture the mood of the</p>	<p>The voice is monotone throughout and carries no inflection and the tone does not change to carry the mood of the text.</p>

<p><i>(intonation, mood and facial expressions)</i></p>	<p>text throughout. The voice varies according to characters and uses appropriate pitch (loudness and softness) throughout.</p> <p>Uses facial expressions throughout.</p> <p><i>Signs with appropriate inflection, capturing the mood of the text throughout. Varied signing for different characters, using appropriate visual elements (size, speed, force) effectively. Utilizes facial expressions throughout, enhancing the emotional aspects of the content.</i></p>	<p>text most of the time. The voice varies according to characters and uses appropriate pitch (loudness and softness) most of the time.</p> <p>Uses facial expressions most of the time.</p> <p><i>Signs with appropriate inflection most of the time, capturing the mood of the text. Varied signing for different characters, using visual elements effectively most of the time. Utilizes facial expressions most of the time, enhancing the emotional aspects of the content.</i></p>	<p>text. The voice does not vary according to characters and monotone is common. Sometimes uses facial expressions most of the time.</p> <p><i>Signs with occasional inflection. Captures the mood of the text sometimes. Varied signing for characters is inconsistent. Visual elements are used sporadically. Sometimes uses facial expressions, contributing to the emotional aspects.</i></p>	<p><i>Signs in a monotone manner throughout. Lacks inflection and does not capture the mood of the text. Varied signing for characters is rare. Visual elements are rarely used. Rarely uses facial expressions, impacting the emotional aspects of the content.</i></p>
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WRITING RUBRICS

Level Indicator	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Grammar and Mechanics of Writing	Almost excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede reading.	Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede reading.	There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede reading and meaning.	There are many errors throughout in the sue of grammar, punctuation, spelling and capitalization and the reader can only guess meaning

<p>Handwriting/braille writing</p>	<p>Exceptionally neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size.</p>	<p>Neat and easily readable throughout, many letters are correctly spaced and sized within lines; many spaces between words are the correct size.</p>	<p>Advancing towards neat and easily readable writing throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size.</p>	<p>Struggling with neat and easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size.</p>
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Vocabulary	<p>Almost free of errors of subject-verb agreement, very good choice of words, and wide range of vocabulary and use of varied expressions.</p>	<p>Few errors of subject-verb agreement that do not impede communication,</p> <p>Selection of vocabulary is appropriate to the context.</p>	<p>Frequent errors of subject verb agreement, range of vocabulary is limited and there is no attempt to vary expressions</p>	<p>Many errors of subject-verb agreement, most structures are incorrect</p> <p>Vocabulary repeated and communication is difficult.</p>
Organization	<p>Exhibits an exceptionally clear sense of unity and order</p> <p>Throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas</p>	<p>Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas.</p>	<p>Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.</p>	<p>Exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow.</p>

COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the four language skills: listening, speaking, reading and writing as well as grammar. During the CSL project, the learner will write different articles and compile them into a school magazine. These articles should touch on the various thematic concerns highlighted in the design.

Strands relating to CSL Project	Sub-Strands	Project Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<ol style="list-style-type: none"> 1. Observing (Listening) 2. Articulating signs (Speaking) 3. Sign Reading 4. Writing 	<p>Oral Narratives</p> <p>(9 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) create a school magazine, b) solicit for articles on relevant issues for a school magazine, c) publish a school magazine. 	<p>Learners is guided to:</p> <ul style="list-style-type: none"> ● Search online and offline for information on the parts of a school magazine in groups of six to ten. ● Discuss with peers and identify the items to be included in the magazine. ● Write articles on any of the thematic concerns. ● Solicit for articles from members of the school fraternity. ● Assess the correctness of the items they have written with peers. 	<ol style="list-style-type: none"> 1. What is the importance of a school magazine? 2. What makes a good school magazine?

			<ul style="list-style-type: none"> ● Make corrections on the items they have written. ● Collect relevant visuals to be included in the magazine. ● Compile the articles of the magazine and upload it on digital platforms. ● Publish the magazine and post it on the school noticeboard. 	
<p>Key Component of CSL developed: Learners will come up with a school magazine</p> <ul style="list-style-type: none"> ● The learners will explain the importance of a school magazine. ● The learners will apply lessons learnt from class work as they come up with a school magazine. ● Learners will assess each other's articles for correctness. ● Learners will collect relevant articles to form part of the school magazine ● Learners will pass relevant messages concerning issues affecting the community. 				
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as the learner writes articles for the school magazine ● Self-efficacy as the learner acquires organizational skills as they discuss and assess each other's work for correctness. ● Communication and collaboration as the learner work in groups or pairs to come up with a school magazine ● Citizenship as the learner writes on issues affecting the community and gives advice on the same 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as the learner takes charge of their own learning and comes up with a school magazine. ● Respect as the learner interacts with others respectfully in the team activities. 				
<p>Pertinent Contemporary Issues (PCIs):</p>				

Citizenship: Learners have improved relationship with peers and community as they address issues affecting their community.

Link to other subjects:

- Performing arts teach poetry and creative writing.
- Kiswahili tackles poetry and different forms of writing.

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create a school magazine	Creates a school magazine with ease and includes a variety of articles creatively	Creates a school magazine with ease and includes the basic parts	Creates a school magazine and omits some parts	Struggles to create a school magazine and omits most parts
Ability to solicit for articles on relevant issues for a school magazine	Solicits for a variety of articles on relevant issues for a school magazine	Solicits for articles on relevant issues for a school magazine	Solicits for a few articles on relevant issues for a school magazine	Struggles to solicit for articles on relevant issues for a school magazine
Ability to publish a school magazine	Publishes a school magazine with ease	Publishes a school magazine	Publishes a school magazine with some help	Struggles to publish a school magazine even with help

APPENDIX: SUGGESTED METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

SUGGESTED ASSESSMENT METHODS			
Observing and Articulating signs (Listening and speaking)	Sign Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> ● Oral reading or dictation recitations ● Role play ● Debates ● Oral and signed interviews ● Dialogues ● Oral and signed discussions ● 1 Oral and signed presentations ● Public speaking ● Peer assessment ● Self-assessment and standardized listening assessments 	<ul style="list-style-type: none"> ● Reading aloud ● 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"> ● Multiple choice tasks ● 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 ● Standardized writing assessment

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 ● Flash cards ● Word wheels ● Word puzzles ● Code words ● Charts and realia 	<ul style="list-style-type: none"> ● Digital course books ● Games ● Songs ● Digital story books ● Pictures and photographs ● Journals ● Electronic and digital devices ● Electronic or online dictionaries ● Flash cards ● Charts ● Video clips ● Audio-visual resources ● Other web resources

SUGGESTED NON-FORMAL ACTIVITIES

Observing and Articulating signs (Listening and Speaking)	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, Hindu associations ● Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas 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 out of 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 practice. 	<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