



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH
GRADE NINE (9) FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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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 nine curriculum designs for learners with Hearing Impairment build on competencies attained by learners at Grade eight. 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
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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 nine curriculum furthers implementation of the CBC from Grade eight. 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 nine 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 nine and prepare them for smooth transition to Grade Senior school. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 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 nine curriculum designs for learners 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 nine 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 nine and preparation of learners with Hearing Impairment for transition to Senior School.

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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 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 AT JUNIOR SCHOOL

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

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills appropriately in self-expression.
2. Communicate effectively, verbally and non-verbally 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 good 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, and spiritual and moral values for peaceful co-existence.
8. Appreciate of the country's rich and 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 colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the Junior School level will expose learners to both knowledge and use of the English language, and literary appreciation. It will build on the competencies acquired at the Upper Primary School level in Listening *or observing*, Speaking *or and articulating signs or fingerspelling*, Reading, Writing, and Grammar in Use.

By the end of Junior School level, learners will be expected to gain proficiency in the English language for further learning and training, and their day-to-day interactions. They will be provided with varied and appropriate experiences in Listening *or observing*, Speaking *or and articulating signs or fingerspelling*, Reading, Writing, and Grammar in Use to develop linguistic and communicative competence. 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 learners' efficient and effective use of the English language, as a communication tool and the medium of instruction at Senior School level. In addition, it will be a stepping stone for further study of English language, 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 Secondary level, the learner should be able to:

1. Observe and respond appropriately to relevant signed information in a variety of contexts.
2. Sign read a wide variety of texts fluently, accurately, and interpretively for lifelong learning.
3. Develop critical thinking skills for life.
4. Sign read and analyse literary works and relate them to real life experiences.
5. Develop a lifelong interest in reading and 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 for life-long learning.
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 9 is the play. 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 read a variety of class readers to expose them to the diverse concepts and skills in the design. This will form a backdrop on which aspects such as speaking, listening, reading, writing and grammar in use are brought to the fore;
- 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
Listening and Speaking	1.1.1 Polite Language -Euphemism 2.1.1 Oral presentations-Short forms 3.1.1 Listening comprehension –grade appropriate texts(main idea and specific details) 4.1.1 Selective listening 5.1.1 Pronunciation 6.1.1 Conversational skills-Negotiation skills 7.1.1 Listening for details 8.1.1 Oral Poetry 9.1.1 Diphthongs and sentence stress 10.1.1 Impromptu Speeches 11.1.1 Conversation skills- Job Interviews 12.1.1 Listening to respond-Expressing feelings 13.1.1 Extensive listening- Speeches 14.1.1 Intonation in sentences-question tags 15.1.1 Oral reports- News/role play	30 Lessons

<p>Sign Reading 1 and 2</p>	<p>Sign Reading 1</p> <p>1.2.1 Independent reading-Grade appropriate texts</p> <p>2.2.1 Intensive reading-Simple poems</p> <p>3.2.1 Reading for information and meaning</p> <p>4.2.1 Intensive reading-Key events</p> <p>5.2.1 Reference materials</p> <p>6.2.1 Reading fluency</p> <p>7.2.1 Intensive reading-Interpretation and evaluation</p> <p>8.2.1 Reading for interpretation</p> <p>9.2.1 Extensive reading- Grade appropriate fiction</p> <p>10.2.1 Study skills –note making</p> <p>11.2.1 Extensive Reading Fiction</p> <p>12.2.1 Intensive Reading-Comprehension Strategies</p> <p>13.2.1 Intensive Reading –Visualising and Summarising</p> <p>14.2.1 Summarising argumentative texts</p> <p>15.2.1 Reading Fluency</p> <p>Sign Reading 2</p> <p>1.4.1 Class reader – Structure and setting</p> <p>2.4.1 Class reader- Plot</p> <p>3.4.1 Poems -Structure</p> <p>4.4.1 Class reader -characters</p> <p>5.4.1 Class reader –Style</p> <p>6.4.1 Class reader- Themes</p> <p>7.4.1 Class Reader- (Intensive reading) characters</p> <p>8.4.1 Poetry-Characters</p> <p>9.4.1 Class reader -style</p>	
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	<p>10.4.1 Class reader- Play (project)</p> <p>11.4.1 Class reader- Lessons learnt</p> <p>12.4.1 Class reader-Characterisation</p> <p>13.4.1 Class reader –Style</p> <p>14.4.1 Class reader- Relating character and themes to real life</p> <p>15.4.1 Intensive reading-Poems.</p>	
Grammar	<p>1.3.1 Gender neutral language</p> <p>2.3.1 Nouns and quantifiers</p> <p>3.3.1 Modal Auxiliaries</p> <p>4.3.1 Present and Past Perfect Aspect</p> <p>5.3.1 Order of Adjectives</p> <p>6.3.1 Comparison of Adverbs</p> <p>7.3.1 Relative Pronouns, Interrogative Pronouns</p> <p>8.3.1 Complex Prepositions</p> <p>9.3.1 Conjunctions-Correlative conjunctions</p> <p>10.3.1 Determiners –Numerals and Ordinals</p> <p>11.3.1 Nouns</p> <p>12.3.1 Phrasal verbs</p> <p>13.3.1 Complex Sentences</p> <p>14.3.1 Direct and Indirect Speech</p> <p>15.3.1 Imperatives, commands, requests, exclamatory</p>	

Writing	1.5.1 Legibility and neatness 2.5.1 Punctuation marks 3.5.1 Structure of a poem 4.5.1 Descriptive Paragraph 5.5.1 Letter of application 6.5.1 Spelling 7.5.1 The writing process -steps 8.5.1 Assessing writing 9.5.1 Narrative Composition 10.5.1 Filling forms-application forms 11.5.1 Mechanics of writing-Spelling 12.5.1 Writing process 13.5.1 Creative writing 14.5.1 Descriptive writing 15.5.1 Emails	30 Lessons
Total		150 Lessons

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

THEME 1.0: CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.1 Observing and Articulating signs (Listening and Speaking)	1.1.1 Polite Language (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 vocabulary related to the theme for communication, b) outline signs words and phrases used to express euphemism, c) use euphemism to show politeness in communication, d) conduct a <i>signed</i> debate while adhering to conventions of polite language, e) acknowledge the importance of 	<ul style="list-style-type: none"> • In groups, learners are guided to observe a signed demonstration on signed vocabulary related to the theme. • In pairs, learners are guided to fingerspell and sign the identified vocabulary related to citizenship • In pairs, learners are guided to use print media and non print and define the term euphemism. • In groups, learners are guided to identify examples of polite words and expressions used in a poem or <i>story and sign them</i>. • In pairs, learners who are Hard of Hearing are guided to listen keenly and observe attentively to an audio interview supported by sign language interpretation and identify euphemism. • In pairs, learners who are Deaf are guided to observe attentively to an audio interview supported by sign language interpretation and identify euphemism. 	<ol style="list-style-type: none"> 1. Why should we use polite language? 2. Why is it embarrassing to say some words in public?

		<p>politeness in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to simulate an interview from a text and identify euphemism. ● In groups, learners are guided to use euphemism in a signed conversation, ● In groups, learners are guided to make rules for a signed debating session. ● In groups, learners are guided to conduct a signed debate related to the theme. ● In groups, learners who are Hard of Hearing are guided to watch or listen to a recorded signed or <i>captioned audio-visual</i> clip of a debating session in parliament. ● In groups, learners who are Deaf are guided to watch a recorded signed or <i>captioned audio-visual</i> clip of a debating session in parliament. ● In groups, learners are guided to create posters with euphemistic words and phrases. ● In groups, learners are guided to share the posters through social media or the school notice board. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration : Learner develops speaking and <i>signing skills</i> as they participate in debates ● Self efficacy : Learner develop effective communication skills as they practise the use of polite language 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social cohesion is enhanced as the learner practises the use of euphemism in various contexts 				

Values

- Respect as the learner displays patience with others when adhering to debating conventions and using polite language

Link to other subjects

- The learner is able to relate the concept of polite words and expressions to their learning of living with others in Religious Studies.

Suggested Learning Resources:

print and nonprint print media, signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2Sign reading	1.2.1 Independent Sign reading - Grade Appropriate Text (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) select reading materials from digital or non-digital sources, b) sign read grade appropriate materials for lifelong learning, c) create a reading log for monitoring reading activities. d) recommend to peers suitable fiction and non-fiction materials to read. 	<ul style="list-style-type: none"> ● In group, learners are guided to identify reading materials in a variety of subjects ● In groups, learners are guided to use digital devices to search for online fiction and non-fiction texts ● Individually, learner is guided to skim through a text to obtain the gist (main idea)’ ● In pairs, learners are guided to scan a text to obtain specific details. ● In pairs, learners are guided to <i>sign read</i> the text, ● In groups, learners are guided to maintain a reading log showing their reading activities and thoughts about what they <i>sign read</i>. The items to include in the log are: <ul style="list-style-type: none"> - the title and author of the text 	Why is it important to read/ <i>sign read</i> different types of materials?

			<ul style="list-style-type: none"> - the dates you read - the amount of time you spend reading each day - the key themes in the text - the major characters - the plot development - the questions you have as you read • In groups, learners are guided to engage in follow up activities such as: <ul style="list-style-type: none"> - creating chain stories - forming a book club - keeping vocabulary journals - preparing a reading log for the titles of the fiction and non-fiction texts. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learners organise own work as they take place in selecting reading materials • Critical thinking and problem solving : Learners develop a good reading culture by engaging in different activities such as creating chain stories, forming a book club etc. • Self-efficacy Learner develop self awareness and planning skills as they create a reading log 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is developed as learners share reading materials and experiences</p>				

Values				
● Responsibility is inculcated as the learner searches for reading materials, reads, and keeps a reading log				
Link to other subjects				
All subjects require intensive and extensive reading				
Suggested Learning Resources:				
digital devices, online fiction and non-fiction texts, adapted course books for learners with Hearing Impairment, charts, digital devices.				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.3 Grammar in Use	1.3.1 Gender Neutral Language (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify gender biased words and phrases in oral and written texts,	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on gender biasness. ● In pairs, learners are guided to <ul style="list-style-type: none"> - isolate, fingerspell and articulate - signs of vocabulary related to gender - biasness. ● In pairs, learners are guided to keenly listen to as they observe common English songs supported by sign language interpretation and pick out gender biased signs of words and phrases. 	<ol style="list-style-type: none"> 1. How can one avoid gender bias in communication? 2. Which words demonstrate gender sensitivity in communication?

		<p>c) use gender neutral words and phrases in sentences,</p> <p>d) acknowledge the importance of gender sensitivity in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to list, fingerspell and sign the identified words. ● In groups, learners are guided to sign read sections of a poem or story and pick out words with gender bias. ● In groups, learners are guided to watch a captioned video and identify gender biased and gender-neutral terms used by the speakers ● In groups, learners are guided to replace the words with gender bias in the poem or story with gender neutral words and phrases. ● In groups, learners are guided to use the gender neutral <i>signs of</i> words and phrases to make sentences <i>and say as they sign them</i>. ● In groups, learners are guided to rewrite short texts to eliminate gender bias. ● In groups, learners are guided to create posters showing gender neutral words and phrases and share them on the school notice board or through social media. 	
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			<ul style="list-style-type: none"> In pairs, learners are guided to fill in a crossword puzzle featuring gender neutral words/phrases. 	
<ul style="list-style-type: none"> Core competencies to be developed Self-efficacy : effective communication skills as they learner forms different types of sentences using gender sensitive words 				
Pertinent and Contemporary Issues (PCIs) Social cohesion: as the learner practises the use of gender neutral language				
Values Unity: as the learner collaborates with others during participation in group tasks				
Link to other subjects: The learner is able to relate the concept of gender sensitive language to their learning of equality and fairness in Social studies				
Suggested Learning Resources: poetry books, signed or captioned video clips, crossword puzzle, adapted course books for learners with Hearing Impairment, charts.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
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<p>1.4 Intensive Reading: Play</p>	<p>1.4.1 Play: Structure and Setting</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) articulate signs of vocabulary related to the theme,</p> <p>b) describe the structure and setting of a play,</p> <p>c) analyse the acts and scenes of a play for literary appreciation,</p> <p>d) recognise the role of literary appreciation in critical thinking.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a demonstration or signed video clip on the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to the theme Citizenship. ● In groups, learners are guided to watch a chosen play [supported by sign language interpretation]. ● In groups, learners are guided to outline the order of events in the play. ● In groups, learners are guided to analyse the acts and scenes in a play. ● In pairs, learners are guided to discuss manually the action in a play. ● In groups, learners are guided to describe the time the actions in a play occur. ● In groups, learners are guided to discuss manually where the events in a play take place. ● In pairs, learners are guided to write a summary of a scene in a play and sign read it for peer review. 	<p>1. Why is it necessary to know when and where the action in a play took place?</p>
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			<ul style="list-style-type: none"> • In groups, learners are guided to role play some of the actions and characters in a play. • In pairs, learners are guided to paraphrase sections of a play. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy : Learner develop self-awareness and planning skills as they write a summary of a scene in a play, • Communication : Learners develop speaking or signing as they discuss in groups the action in a play. • Creativity and imagination: is nurtured as the learner role-plays actions and characters in a play 				
<p>Pertinent and Contemporary Issues (PCIs) Nationalism is promoted as the learner analyses and comes up with a play related to the theme on Citizenship.</p>				
<p>Values</p> <ul style="list-style-type: none"> • Unity : Learners collaborate with others when discussing (using signs) the action in a play. • Responsibility: Learners engages in assigned roles and duties as they work in groups 				
<p>Link to other subjects: The learner is able to relate the concept of playwriting to their learning of drama and performance in Creative Arts</p>				
<p>Suggested Learning Resources: class reader, 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)
1.5 Writing	1.5.1 Legibility and Neatness (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify sections of a piece of writing that require breaking of words and indentation, b) indent paragraphs when writing a composition, c) create a neat and legible text,	<ul style="list-style-type: none"> ● In groups, learners are guided to use print media to distinguish between tidy and untidy pieces of writing. ● In pairs, learners are guided to indent paragraphs appropriately. ● In groups, learners are guided to use digital devices to find out the advantages of a neat and legible handwriting. ● Individually, learner is guided to break words correctly at the end of a line. ● Individually, learner is guided to assess their own handwriting. 	<ol style="list-style-type: none"> 1. Why is it important to write legibly? 2. Why do we indent paragraphs?

		d) appreciate the importance of legibility and neatness in written communication.	<ul style="list-style-type: none"> • In groups, learners are guided to review a text written by a peer. • In groups, learners are guided to take notes during an oral <i>or signed</i> presentation. • In pairs, learners are guided to take notes while listening keenly as they observe attentively to <i>an interpreted</i> audio or watch <i>a signed or captioned</i> video recording. • In groups, learners are guided to rewrite portions of a dictated <i>or signed</i> text. • In groups, learners are guided to discuss techniques of improving legibility in writing. (<i>Ensure the seating arrangement supports equal access to signed information</i>) 	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Digital literacy: Learners interact with technology skills to research on the advantages of a neat and legible handwriting from the internet • Learning to learn: Learners organise their own learning as they takes notes while listening to <i>or observing a signed</i> text 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Effective communication : as the learner acquires techniques of improving their handwriting, indenting paragraphs and note taking. 				
Values				
<ul style="list-style-type: none"> • Responsibility : as the learner works at improving their handwriting and engages in self and peer assessment. 				
Link to other subjects				

The learner is able to relate the concept of neat and legible handwriting to their written work and apply it in all other learning areas

Suggested Learning Resources:

print and nonprint print media, signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices

THEME 2.0: SCIENCE: FICTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.1 <i>Observing and Articulating sign</i></p>	<p>2.1.1 Oral Literature: Short Forms (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) identify the characteristics of riddles, tongue twisters and proverbs,</p> <p>c) explain the functions of riddles, tongue twisters and proverbs,</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of signs related to the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to the theme. ● In groups, learners are guided to fingerspell and sign riddles, proverbs and tongue twisters, ● In groups, learners are guided to collect riddles, proverbs and 	<ol style="list-style-type: none"> 1. Why are riddles, proverbs and tongue twisters important? 2. How do we perform riddles, proverbs and tongue twisters?

		<p>d) perform riddles, tongue twisters and proverbs,</p> <p>e) appreciate the importance of short forms in fostering fluency in communication.</p>	<p>tongue twisters from books, the internet, and the community <i>and sign read them.</i></p> <ul style="list-style-type: none"> ● In groups, learners are guided to watch a video clip <i>with captions</i> on various tongue twisters, riddles and proverbs. ● In groups, learners are guided to play riddling games. ● In groups, learners are guided to discuss the functions of proverbs, riddles and tongue twisters. <i>(Ensure the seating arrangement supports equal access to signed information)</i> ● In groups, learners are guided to respond to <i>signed</i> riddles correctly. ● In pairs, learners are guided to fill in crossword puzzles using riddles and proverbs. ● In groups, learners are guided to suggest alternative responses to given signed riddles. ● In pairs, learners are guided to create a collection of riddles, 	
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			proverbs and tongue twisters and display them on charts or school notice board.	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop speaking <i>or signing</i> skills as they use riddles, tongue twisters and proverbs ● Critical thinking and problem solving: Learner develop the skill of interpretation and inference as they connect ideas to solve riddles 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Ethnic and racial relationships : Is fostered as the learner familiarise themselves with riddles and proverbs from different communities ● Effective communication is developed as the learner learns to articulate <i>signs of</i> words correctly 				
<p>Values Unity : is encouraged as the learners participate in riddling games</p>				
<p>Link to other subjects: Kiswahili teaches riddles, proverbs and tongue twisters</p>				
<p>Suggested Learning Resources:</p> <p>poetry books, the internet, 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)
2.2 Sign Reading	2.2.1 Intensive Sign Reading: Simple Poems	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify basic aspects of style such as repetition and rhyme in a poem, c) describe the functions of rhyme and repetition in a poem, d) appreciate the role of repetition and rhyme in a poem. 	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration or video of vocabulary related to the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to the theme of science - fiction. ● In groups, learners are guided to <i>sign read</i> provided simple poems related to the theme. ● In groups, learners are guided to respond to <i>signed</i> questions based on a poem. ● In groups, learners are guided to recite <i>or sign</i> simple poems. ● In pairs, learners are guided to identify the parts of a poem in which repetition and rhyme are used. 	<p>Why do we repeat some sounds, words and lines in a poem?</p>

			<ul style="list-style-type: none"> • In groups, learners are guided to use digital devices to search the internet or other sources for more examples of poems that use repetition and rhyme. • Individually, learner is guided to relate the ideas in a poem to real life. • In groups, learners are guided to compose a simple <i>signed</i> poem with rhyme and repetition and present it in plenary. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy : Learner develops effective communication skills as he/she recites <i>or signs</i> poems • Learning to learn : Learner organises own learning as he/she studies on their own • Communication and collaboration : Learner develops speaking <i>or signing</i> skills as he/she reads <i>or sign reads</i> and recites <i>or signs</i> poems 				
<p>Pertinent and Contemporary Issues (PCIs) Effective communication is enhanced as the learner learns to articulate <i>or signs</i> words correctly as they <i>sign</i> read and recite poems</p>				
<p>Values</p> <ul style="list-style-type: none"> • Unity : Is cultivated as the learner works together with others to recite poems • Respect: is fostered as the learners take turns to read and respond to different lines in a poem 				
<p>Link to other subjects Kiswahili and creative arts expose learners to poetry</p>				
<p>Suggested Learning Resources: poetry books, internet, sample poems, adapted course books for learners with Hearing Impairment, charts,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.3 Grammar in Use	2.3.1 Nouns and Quantifiers (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of nouns and quantifiers for effective communication, b) identify nouns and quantifiers in sentences, c) use quantifiers in sentence, d) categorise count and non-count nouns in oral and written texts, e) acknowledge the importance of quantifiers in oral/	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip in which quantifiers are used to describe count and non-count nouns. • In pairs, learners are guided to assign signs to various nouns and quantifiers. • In pairs, learners are guided read or sign read a short passage in which quantifiers are used to describe count and non-count nouns. • In pairs, learners are guided to listen keenly to as they observe attentively a sign read text that uses quantifiers with count and non- count nouns. • In groups, learners are guided to identify quantifiers that are used with count, non-count or both categories. 	<ol style="list-style-type: none"> 1. How do count nouns differ from the non-count nouns? 2. Why is it important to express the quantity of something correctly?

		signed and written communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to identify count, non-count nouns and quantifiers from a passage. ● In pairs, learners are guided to match count and non-count nouns with the correct quantifiers. ● Individually, learner is guided to search for more examples of quantifiers from books, newspapers, magazines, and the internet ● In groups, learners are guided to form sentences using different quantifiers with count and non-count nouns and read as they sign them aloud or clearly in groups. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Learning to learn : Learner carries out research as he/she searches for more examples of quantifiers from books, newspapers, magazines, and the internet 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as the learner uses quantifiers correctly in sentences 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity is fostered as learners takes turns in identifying count and non-count nouns in small groups ● Responsibility is nurtured as the learners help each other in identifying and using quantifiers correctly 				
<p>Link to other subjects Kiswahili exposes the learner to quantifiers and count and non-count nouns</p>				
<p>Suggested Learning Resources:</p>				

books, newspapers, magazines, and the internet, adapted course books for learners with Hearing Impairment, charts, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Sign Reading	2.4.1 Intensive Sign Reading: Plot (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the sequence of events in a play, b) assign signs to key events in a play, c) relate the events in a play to real life experiences, d) acknowledge the importance of a plot in a literary work.	<ul style="list-style-type: none"> ● Individually, learner is guided to <i>sign read</i> a play. ● In groups, learners are guided to identify the key events in a play. ● <i>In groups, learners are guided to list, fingerspell and sign the key events identified.</i> ● In groups, learners are guided to role-play a section of a play. ● In pairs, learners are guided to analyse the events in a play. ● In groups, learners are guided to answer questions based on the plot. ● In groups, learners are guided to create a summary of the key events and present it for peer assessment. ● In pairs, learners are guided to make connections between events in a play and real life. 	How do we know the key events in a play?
Core competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn : Learner reflects on own work as he/she analyses and writes a summary of the events in a play ● Communication and collaboration: Learner develops the skill of teamwork as he/she interacts with others in groups 				
Pertinent and Contemporary Issues:				

Social cohesion: as the learner analyses events in a play and relates the events with real life experiences

Values:

Unity: as the learner collaborates with peers to analyse the events in a play

Link to other subjects:

Drama and plays are studied in Kiswahili and Creative Arts.

Suggested Learning Resources:

class readers, sample summary of key events, adapted course books for learners with Hearing Impairment

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)	By the end of the sub strand, the learner should be able to: a) articulate signs related to the theme, b) identify the double quotation marks and the bracket in a text, c) use the double quotation marks and the bracket in written texts, d) appreciate the role of the double quotation marks and the bracket in written texts.	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration or video of vocabulary related to the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to the theme of science - fiction. ● In groups, learners are guided to identify the double quotation marks and the bracket in digital texts, newspapers, books or magazines. ● In groups, learners are guided to make <i>signed sentences</i> using the double quotation marks and the bracket. ● In groups, learners are guided to assess the work of peers. ● In pairs, learners are guided to make posters displaying the correct use of the double quotation marks and the bracket. 	<ol style="list-style-type: none"> 1. Why is it important to use punctuation marks correctly? 2. How do we use the double quotation marks and the bracket in writing?

Core competencies to be developed

- Self-efficacy: Learner develop writing skills as they use punctuation marks correctly in writing
- Creativity and imagination: Learner make connections as they construct *signed* sentences
- Learning to learn: Learner share learnt knowledge as they assess peers' work

Pertinent and Contemporary Issues (PCIs)

- Effective communication is promoted as the learner uses punctuation marks in writing
- Creative thinking is enhanced as the learner creates signed sentences

Values

- Love is promoted as the learner assesses the work of peers for correctness
- Unity is strengthened as the learners work in groups to complete tasks

Link to other subjects

All languages emphasise the need for correct punctuation in writing

Suggested Learning Resources:

Digital texts, newspapers, books or magazines, signed video clips, adapted course books for learners with Hearing Impairment, charts

THEME 3.0: ENVIRONMENTAL CONSERVATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.1 Observing and Articulating (Listening and Speaking)</p>	<p>3.1.1 Observing signed Comprehension (Grade Appropriate Texts)</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main idea and specific details from an argumentative text,</p> <p>b) listen for the main idea and specific information (details) in an argumentative text(HoH)</p> <p>c) observe attentively for the main idea and specific information (details) in an argumentative text(Deaf)</p>	<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to listen keenly as they observe attentively to a passage sign read out by the teacher based on the theme. ● In groups, learners who are Deaf are guided to observe attentively to a passage sign read out by the teacher based on the theme. ● In groups, learners are guided to pick out specific details such as time, places, events and people from a listening and a signed observed passage. ● In groups, learners are guided to identify the main idea from a listening or a signed observed text. ● In pairs, learners who are Hard of Hearing are guided to listen 	<ol style="list-style-type: none"> 1. Why is it important to listen <i>or observe</i> attentively? 2. How do the specific details in a text enhance comprehension?

		<p>d) acknowledge the need for comprehension in communication.</p>	<p>keenly as they observe attentively to a news bulletin (supported by sign language interpretation) and pick out the main idea and specific details.</p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to observe attentively to a news bulletin (supported by sign language interpretation) and pick out the main idea and specific details. ● In groups, learners are guided to watch a <i>captioned or signed</i> debate or interview and pick out required information. ● In groups, learners are guided to watch a signed captioned audio visual video of a presentation of a poem, song or story and identify specific details. ● In groups, learners are guided to infer the meaning of unfamiliar words and assign them signs. ● Individually, learner is guided to answer questions based on the passage. 	
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Core competencies to be developed:

- Learning to learn : Learner reflect on their own work as they listen for or *observe* the main idea and specific details
- Digital literacy : Learner interacts with technology skills as they search for *signed captioned* audio and video texts
- Critical thinking and problem solving : Learner develop research skill as he/she identifies the main idea and specific details from a text

Pertinent and Contemporary Issues (PCIs)

- Social cohesion is enhanced as the learner works with peers to watch a *signed* debate or interview and pick out required information.

Values

- Patriotism is promoted as the learner acquires knowledge on how to preserve their environment from the thematic texts
- Responsibility is inculcated as the learner is sensitised on ways of conserving the environment

Links to other subjects

Kiswahili teach learners the importance of good listening skills.

Suggested Learning Resources:

dictionary, signed or captioned audio visual clips, adapted course books for learners with Hearing Impairment, charts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.2 Sign Reading	3.2.1 Sign Reading	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> • In groups, learners are guided to read a grade appropriate text. 	1. Why is it important find

	<p>for Information and Meaning</p> <p>(2 Lessons)</p>	<p>a) infer the meaning of words, phrases and sentences from the context,</p> <p>b) make connections between events in a text and reallife situations,</p> <p>c) value the need to comprehend the information in written texts.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to make predictions about a reading text. ● In groups, learners are guided to infer the meaning of new words, phrases and sentences from the context. ● In pairs, learners are guided to look up the meaning of new words and phrases from the dictionary. ● In groups, learners are guided to relate the characters, events and places in a text to real life. ● Individually, learner is guided to answer <i>signed</i> questions from a text. ● In groups, learners are guided to make notes as they <i>sign read</i> a text ● Individually, learner is guided to summarise the events in a text. ● In pairs, learners are guided to <i>form signed</i> sentences using the new words and phrases ● In pairs, learners are guided to fill in a crossword puzzle in pairs or small groups using the new words. 	<p>the meaning of new words and phrases?</p> <p>2. How do we derive information from a given text?</p>
<p>Core competencies to be developed:</p> <p>Communication: Learner develop teamwork skills as he/she debate or interview with peers and pick out required information.</p>				

Pertinent and Contemporary Issues (PCIs) : Environmental education is enhanced as the learner interacts with content on environmental conservation
Values: Respect is developed as the learner works with peers to complete tasks
Link to other subjects: Kiswahili exposes learners to comprehension skills
Suggested Learning Resources: Dictionary, crossword puzzle, adapted course books for learners with Hearing Impairment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.3 Grammar in Use	3.3.1 Modal Auxiliaries (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify modal auxiliaries in a passage, b) articulate the signs of modal auxiliaries for effective communication, c) use modal auxiliaries to express different moods, d) value the importance of using modal auxiliaries in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to identify the modal auxiliaries – may, might, will, shall, would, should, can and could – in a print or digital text. ● In groups, learners are guided to <i>fingerspell and sign the various modal auxiliaries</i>. ● In groups, learners are guided to form <i>signed</i> sentences using the modal auxiliaries ● In pairs, learners are guided to <i>sign read</i> a dialogue featuring modal auxiliaries. ● In pairs, learners are guided to <i>create a signed dialogue</i> featuring modal auxiliaries, record the dialogue and share it through signing with peers. ● In pairs, learners are guided to listen keenly as they observe attentively to a signed song or a sign read poem and identify the modal auxiliaries used. ● In groups, learners are guided to view pictures and diagrams and ask <i>signed</i> questions using modal auxiliaries. 	<ul style="list-style-type: none"> ● Which words do we use to express different moods such as requests, permission, ability and obligation?

			<ul style="list-style-type: none"> • Individually, learner is guided to use modal auxiliaries correctly to express permission, requests, ability and obligation. • In groups, discuss the functions of modal auxiliaries. (<i>Ensure the seating arrangement supports equal access to signed information</i>) 	
Core competencies to be developed:				
Self efficacy:Learner develops effective communication skills as he/she identifies and uses modal auxiliaries correctly				
Pertinent and Contemporary Issues (PCIs) :				
Effective communication : Is developed as the learner reads a dialogue featuring modal auxiliaries				
Values:				
Respect: Is inculcated as learners participate in group activities to complete tasks				
Link to other subjects				
The learner is able to relate the concept of modal auxiliaries in Kiswahili.				
Suggested Learning Resources:				
Print or digital text, pictures, diagrams signed audio visual clips, adapted course books for learners with Hearing Impairment, charts, digital devices				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.4 Sign Reading	3.4.1 Poems: Structure (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 effective communication, b) describe the structure of a poem, c) analyse the use of personification in a poem, d) create a poem based on a topic of interest, e) appreciate the reading of poetry for enjoyment.	<ul style="list-style-type: none"> ● In groups, learners are guided to use print and non print media to search for terms related to the theme of environmental conservation. ● In groups, learners are guided to list, fingerspell and <i>sign the terms identified</i>. ● In groups, learners are guided to recite a poem ● Individually, learner is guided to identify the number of lines in a poem. ● In pairs, learners are guided to pick out the short and long lines in a poem. ● In groups, discuss how personification has been used in the poem. (<i>Ensure the seating arrangement supports equal access to signed information</i>) ● In groups, learners are guided to infer the meaning of new words from the context of a poem. ● In groups, learners are guided to come up with a class project in which they: <ul style="list-style-type: none"> - identify a topic of interest - carry out research about the topic 	<ol style="list-style-type: none"> 1. Why do we read or recite poems? 2. Why are non-living things or animals made to behave like human beings in poems or stories?

			<ul style="list-style-type: none"> - compose a poem based on the selected topic - ask a peer to review the poem - make corrections on the poem - share the poem on the school noticeboard or through social media. 	
<p>Core competencies to be developed Communication and collaboration :Learners develop teamwork skills as they review their peers’ signed poems</p>				
<p>Pertinent and Contemporary Issues (PCIs) : Effective communication is enhanced through recitation or <i>signing</i> of poems and composition of new ones</p>				
<p>Values: Respect :as learners work in groups to accomplish tasks</p>				
<p>Link to other subjects Learner relates the concept of communication skills taught in English to Kiswahili and creative arts</p>				
<p>Suggested Learning Resources: poetry books, dictionary, print and non print media, school noticeboard, 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)
3.5 Writing	3.5.1 Structure of a paragraph (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate signs of terminologies related to the theme, b) outline the four characteristics of a well-formed paragraph, c) create a paragraph that is well developed, coherent and unified, d) acknowledge the need for concise paragraphs in written communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration or video of vocabulary related to the theme. ● In pairs, learners are guided to isolate, fingerspell and articulate signs of vocabulary related to the theme of environmental conservation. ● In groups, learners are guided to use print and non print media to search for characteristics of a well-formed paragraph. ● In groups, learners are guide to sign the characteristics of a well-formed paragraph. ● In groups, learners are guided to read as they sign excerpts from newspaper articles, magazines, textbooks or online articles. ● In pairs, learners are guided to identify the: <ul style="list-style-type: none"> - topic sentence 	<ol style="list-style-type: none"> 1. Why is it important to organise the ideas in your paragraphs coherently? 2. How can you ensure that your paragraphs are well formed?

			<ul style="list-style-type: none"> - supporting sentences - clincher sentence • In groups, learners are guided to discuss the steps for paragraph writing, namely: <ul style="list-style-type: none"> - Step 1 —write an outline of the paragraph that includes the topic and supporting information - Step 2 — write the topic sentence - Step 3 – write a supporting sentence for each point. Use facts or examples to support your points - Step 4 — write a concluding sentence to sum up - Step 5 — write the final paragraph • Individually, learner is guided to write a paragraph on a topic of interest that is: <ul style="list-style-type: none"> - coherent - unified - contains well-developed thoughts • In groups, learners are guided to assess the paragraphs. 	
<p>Core competencies to be developed: Digital literacy : Learner advances the skill of interacting with technology skills as he/she reads <i>or sign reads</i> excerpts from digital sources</p>				

Pertinent and Contemporary Issues:

Effective communication: is developed as the learner writes well-formed paragraphs

Values:

Unity is enhanced as the learners assess their peers' work

Link to other subjects

The learner relates the importance of well formed paragraphs learnt in Kiswahili.

Suggested Learning Resources:

Newspaper articles, magazines, textbooks or online articles, signed audio visual clips, adapted course books for learners with Hearing Impairment, charts

THEME 4.0: CONSUMER PROTECTION: CONSUMER LAWS AND POLICIES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.1 <i>Observing and Articulating Signs (Listening and Speaking)</i></p>	<p>4.1.1 Selective Observation (Listening) (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) select required information from a listening text (HoH),</p> <p>c) select required information from an <i>observed signed</i> text (Deaf),</p> <p>d) make judgement on the message in the listening or <i>observed signed</i> text,</p> <p>e) advocate the need for selective listening in various contexts (HoH)</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration on signs of vocabulary related to theme consumer laws and policies. ● In pairs, learners are guided to isolate vocabulary related to the theme, fingerspell and sign them. ● In groups, learners who are Hard of Hearing are guided to listen to <i>and observe a captioned</i> news bulletin related to the theme and select the required information while disregarding irrelevant information. ● In groups, learners who are Deaf are guided to <i>observe a captioned</i> news bulletin or supported with sign language interpretation related to the theme and select the required information while disregarding irrelevant information. 	<ol style="list-style-type: none"> 1. Why should we listen attentively and <i>observe attentively</i>? 2. How can we ensure we pick out relevant details from a text?

		<p>f) advocate the need for selective <i>observation</i> in various contexts (Deaf)</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss as they sign ways of sorting out specific information from the captioned audio-visual, listening or <i>signed observed text</i>. (<i>Ensure the seating arrangement supports equal access to signed information</i>) ● In pairs, learners are guided to answer specific questions on dates, time and facts based on the news bulletin. ● Individually, learner is guided to list the order of events mentioned in the bulletin. ● In groups, learners are guided to discuss how to become a better listener <i>or observer</i>. (<i>Ensure the seating arrangement supports equal access to signed information</i>) ● Individually, learner is guided to give an opinion on what they like or do not like about the text. ● In pairs, learners are guided to watch a video of a presentation and pick out required information. 	
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<p>Core competencies to be developed : Critical thinking and problem solving : Learners develop interpretation and inference skills as they selectively pick out relevant information while leaving out irrelevant details</p>
<p>Pertinent and Contemporary Issues (PCIs) : Social cohesion: is enhanced through group tasks as learners discuss how to become a better listener <i>or observer</i>.</p>
<p>Values Decision making :Is nurtured as the learner picks out the required details and leaves out the rest</p>
<p>Link to other subjects Kiswahili as the learner relates selective listening skills learnt.</p>
<p>Suggested Learning Resources: captioned news bulletin, 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)
4.2 <i>Sign Reading</i>	4.2.1 Intensive Sign Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) predict events in a reading text, c) outline the key events in a text, d) answer direct and inferential questions for comprehension, e) infer the meaning of new words and phrases using contextual clues, f) relate the characters, events and places in the text to real life, g) appreciate the importance of comprehension in lifelong learning.	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a signed demonstration on signs of vocabulary related to theme consumer laws and policies. ● In pairs, learners are guided to isolate vocabulary related to the theme, fingerspell and sign them. ● Individually, learner is guided to make predictions about the outcome of the story from the title and illustrations. ● Individually, learner is guided to deduce the meaning of words using contextual clues. ● In pairs, learners are guided to make connections between events in the story and real life. ● Individually, learner is guided to answer direct and inferential questions from a comprehension passage on consumer laws and policies. 	<ol style="list-style-type: none"> 1. How are characters and events in a text related to real life? 2. Why is summary writing an important reading skill?

			<ul style="list-style-type: none"> ● Individually, learner is guided to make notes from a passage on consumer laws and policies. ● Individually, learner is guided to write a summary using the notes. ● In groups, learners are guided to arrange sentences or short paragraphs in the correct sequence based on their prediction of how events will unfold and sign read them in class. ● In groups, learners are assigned a section of a text and guided to predict what will happen, then share their predictions with peers in class. ● Individually, learner is guided to maintain a prediction journal where s/he jots down his/her expectations before sign reading each section of a text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learner makes inferences and summarises information from the text 				

Pertinent and Contemporary Issues:

- Social cohesion: Is enhanced as the learner participates in group activities
- Consumer protection: Is addressed as the learner makes notes from a passage on consumer laws and policies

Values:

- Unity : is enhanced as learners work in groups to complete tasks

Link to other subjects

- Comprehension strategies such as drawing conclusions and making inferences are learnt in Kiswahili and Kenya Sign Language
- Integrated Science and Agriculture and Nutrition expose learners to experiments which require the skill of drawing conclusions

Suggested Learning Resources:

journal, signed audio visual clips, class readers, adapted course books for learners with Hearing Impairment, charts, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.3 Grammar in Use	4.3.1 Present and Past Perfect Aspect (2 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish the present and past perfect aspect in sentences, b) use present and past perfect aspect in sentences, c) appreciate the importance of using tense in sentences.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video on consumer laws and policies and write down sentences that contain the present and past perfect aspects. ● In pairs, learners are guided to isolate the present and past perfect tenses in each sentence and <i>sign read them</i>. ● Individually, learner is guided to recognise present and past perfect aspects. ● In pairs, learners are guided to engage in a sentence completion guessing game to practise present and past perfect aspect. ● Individually, learner is guided to compare present and past perfect aspect forms in sentences ● Individually, learner is guided to use has/have + -ed participle form of the verb to form the present perfect tense ● Individually, learner is guided to use had + past participle form of the verb to form the past perfect tense ● In pairs, learners are guided to construct sentences on a variety of issues such as 	<ol style="list-style-type: none"> 1. How do we show that an action is complete? 2. Why should we use tenses correctly in sentences?

			<p>consumer laws and policies using the present and past perfect aspect</p> <ul style="list-style-type: none"> • In pairs, learners are guided to pick out sentences in present and past perfect tense from newspaper articles, magazines and books. • In pairs, learners are guided to search for examples of sentences in the present and past perfect forms from the internet. • Individually, learner is guided to fill in gaps using the appropriate present or past perfect tense. • In pairs, learners are guided to classify present and past perfect aspects using flash cards. 	
<p>Core competencies to be developed: Self-efficacy: Learner develop self awareness and planning as he/she uses present and past perfect aspect in sentences</p>				
<p>Pertinent and Contemporary Issues (PCIs) : Consumer protection :Is enhanced as the learner interacts with content related to consumer laws and policies</p>				
<p>Values: Social justice: Is fostered as the learner forms sentences related to the theme of consumer protection</p>				
<p>Link to other subjects Business Studies and Home Science address issues on consumer protection</p>				
<p>Suggested Learning Resources: newspaper articles, magazines and books, signed audio visual clips, adapted course books for learners with Hearing Impairment, charts,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.4 Intensive Sign Reading	4.4.1 Play: Identification of Characters (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters in a play, b) assign sign names to the characters, c) use appropriate signs of adjectives to describe the characters, d) describe the actions of the characters using appropriate adverbs, e) value the need to describe people and situations appropriately.	<ul style="list-style-type: none"> ● <i>In groups, learners are guided to observe a signed video or demonstration on adjectives and adverbs, then practise signing them.</i> ● In groups, learners are guided to observe a captioned audiovisual play related to the theme and discuss the characters. ● In groups, learners are guided to assign sign names to the characters, ● In pairs, learners are guided to list the characters, and their roles in a play ● In pairs, learners are guided to assume (hot seat) the personality of a certain character and say why ‘they say and do certain things.’ ● In groups, learners are guided to role play various characters. ● In pairs, learners are guided to participate in a reader’s theatre as they read sections of a play. ● In groups, learners are guided to use appropriate adjectives to describe the characters, with illustrations. 	<ol style="list-style-type: none"> 1. How can one tell the qualities of a character in a play? 2. How does describing actions of characters aid our understanding of a play?

			<ul style="list-style-type: none"> • In pairs, learners are guided to describe the actions of the characters using various adverbs. • Individually, learner is guided to relate the characters in a play to people in real life. • In groups, learners are guided to discuss the behaviour of the characters in small groups. (Ensure the seating arrangement supports equal access to signed information) • Individually, learner is guided to write an essay on their favourite characters. 	
<p>Core competencies to be developed :</p> <ul style="list-style-type: none"> • Critical thinking : Learner develop interpretation and inference skills as he/she identifies the characters and their traits • Problem solving : Learners creatively brainstorm on the characters' behaviour 				
<p>Pertinent and Contemporary Issues (PCIs) : Critical thinking : Is nurtured as learner role-plays or assumes the role of certain characters in a hot seating activity</p>				
<p>Values: Unity : Is enhanced by engaging the learner in group tasks</p>				
<p>Link to other subjects Characterisation is a concept learnt in Kiswahili and Creative Arts and Sports</p>				
<p>Suggested Learning Resources: class readers, dictionary, 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)
4.5	Writing 4.5.1 Narrative and Descriptive Paragraphs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) highlight the qualities of a well-formed paragraph, b) write narrative and descriptive paragraphs, c) use the first person and second person in narrative and descriptive paragraphs, d) value the need for well formed paragraphs in written communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss the qualities of a well-formed paragraph. ● <i>(Ensure the seating arrangement supports equal access to signed information).</i> ● In pairs, learners are guided to <i>read as they sign</i> samples of narrative and descriptive paragraphs provided by the teacher and discuss the flow of ideas. ● Individually, learner is guided to outline the characteristics of narrative and descriptive paragraphs. ● In groups, learners are guided to brainstorm narrative and descriptive paragraphs and share in class. ● In groups, learners are guided to distinguish between narrative and descriptive paragraphs. ● In pairs, learners are guided to search for examples of narrative and descriptive paragraphs from the internet or print sources. 	<ol style="list-style-type: none"> 1. How can we make a narrative composition interesting? 2. How can we ensure unity in a paragraph?

			<ul style="list-style-type: none"> ● In groups, learners are guided to discuss the features of a descriptive paragraph in groups. (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● In pairs, learners are guided to create a descriptive paragraph that appeals to the sense of sight, smell, hearing, taste and touch. ● Individually, learner is guided create a narrative paragraph. ● In groups learners are guided to recognise the first and second person in various paragraphs. ● Individually, learner is guided to rearrange jumbled narrative and descriptive paragraphs on digital or manilla flash cards. ● Individually, learner is guided to review a paragraph written by peers. ● Individually, learner is guided to make corrections to the paragraph as per comments given by peers. 	
<ul style="list-style-type: none"> ● Core competencies to be developed : 				

<ul style="list-style-type: none"> • Creative thinking and problem solving: Learner develop open mindedness and decision making skills as he/she review a paragraph written by peers
<p>Pertinent and Contemporary Issues: Consumer Protection : as the learner interacts with materials related to the theme</p>
<p>Values: Unity and responsibility: as learners discuss the qualities of a well formed paragraph in groups</p>
<p>Link to other subjects The importance of well formed paragraphs is emphasised in Kiswahili.</p>
<p>Suggested Learning Resources: sample narrative and descriptive paragraphs, internet or print sources, adapted course books for learners with Hearing Impairment, charts</p>

THEME 5.0 RELATIONSHIPS: COMMUNITY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>5.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>5.1.1 Observing proper place of articulation of signs with correct mouth movement(Pronunciation)</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) pronounce the semi vowels /j/ /w/ and the diphthongs /aɪ/ and /eɪ/ in words with clarity(HoH)</p> <p>b) fingerspell and sign semi vowels /j/ /w/ and the diphthongs /aɪ/ and /eɪ/ in words with clarity (Deaf)</p> <p>c) apply stress on content and function words appropriately for speech and <i>signing</i> clarity(HoH),</p> <p>d) apply proper body language and correct facial expressions while signing content and</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe a demonstration of the articulation of semi vowels /j/ /w/ and diphthongs /aɪ/ and /eɪ/ in words . ● In groups, learners are guided to fingerspell and sign semi vowels /j/ /w/ and diphthongs /aɪ/ and /eɪ/ in words . ● In groups, learners are guided to brainstorm the relationship between diphthongs and vowels. ● In groups, learners are guided to identify the semi-vowels /j/ and /w/ as in the words you, yes;woo way sign and fingerspell them. ● In groups, learners who are Hard of Hearing are guided to pick out the diphthongs /aɪ/ as 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds accurately? 2. How can the same word express different meanings?

		<p>function words for clarity in signed speech (Deaf)</p> <p>e) appreciate the importance of correct pronouciation in communication(HoH).</p> <p>f) appreciate the importance of observing proper place of articulation of signs with correct mouth movement in communication (Deaf)</p>	<p>in buy ; and /ei/ as in pain from an audio or <i>signed</i> oral text.</p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to pick out the diphthongs /ai/ as in buy ; and /ei/ as in pain from a <i>signed</i> oral text. ● In groups, learners who are Hard of Hearing are guided to listen to <i>as they observe</i> a <i>sign read</i> passage from the teacher or sentences from a <i>signed audio-visual</i> recording with <i>captions</i>. ● In groups, learners who are Deaf are guided to <i>observe</i> a <i>sign read</i> passage from the teacher or sentences from a <i>signed audio-visual</i> recording with <i>captions</i>. ● In groups, learners who are Hard of Hearing are guided to write down and read <i>as they sign</i> out words with the specified semi-vowels /j/ and 	
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			<p>/w/ (as in you, yes; woo, way) and <i>articulate</i> words with the diphthongs /aɪ/ and /eɪ/ (as in buy, file; pain, gate) accurately.</p> <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to write down and sign read words with the specified semi-vowels /j/ and /w/ (as in you, yes; woo, way) and <i>articulate</i> words with the diphthongs /aɪ/ and /eɪ/ (as in buy, file; pain, gate) accurately. • In groups, learners who are Hard of Hearing are guided to pronounce words with the diphthongs /aɪ/ and /eɪ/ (as in buy, file; pain, gate) accurately. • In groups, learners who are Deaf are guided to fingerspell and sign words with the diphthongs /aɪ/ and /eɪ/ (as in 	
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			<p>buy, file; pain, gate) accurately.</p> <ul style="list-style-type: none"> ● In pairs, learners who are Hard of Hearing are guided to practise pronouncing the learnt <i>signs of words</i>. ● In pairs, learners who are Deaf are guided to practise fingerspelling and signing the learnt <i>signs of words</i>. ● In pairs, learners who are Hard of Hearing are guided to find out and listen <i>to as they observe</i> the correct <i>articulation of target letter</i> sounds from the internet. ● In pairs, learners who Deaf are guided to find out and <i>observe</i> the correct <i>articulation of target letter</i> sounds from the internet. ● In pairs, learners are guided to stress content words <i>by articulating them in their context</i>. 	
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			<ul style="list-style-type: none"> • In pairs, learners are guided to stress function words <i>by articulating them in their context.</i> • In pairs, learners who are Hard of Hearing are guided to bring out varied meanings of signs of words through stress <i>and articulating them in their context.</i> • In pairs, learners who are Deaf are guided to bring out varied meanings of signs of words by <i>articulating them in their context</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy : Learner develop digital citizenship skills as he/she listens <i>or observe</i> to a passage or sentences from an audio- <i>visual</i> recording • Communication and collaboration: Learner develops speaking <i>or signing</i> skills as he/she practises correct pronunciation or <i>articulation of signs</i> in groups • Learning to learn: Learner reflect on own work by listens <i>or observing</i> to the correct pronunciation of sounds or <i>articulation of signs</i> from the internet on their own 				
<p>Pertinent and Contemporary Issues: Effective communication: is enhanced as the learner improves their articulation of sounds and words</p>				
<p>Values:</p>				

Unity : is promoted as learners work in pairs to practice

Link to other subjects

- All languages as the learner learns observing proper place of articulation of signs and fingerspelling with correct mouth movement.

Suggested Learning Resources:

Flash card showing the handshape of the target semi vowels, charts, adapted course books for learners with Hearing Impairment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Sign Reading	5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia (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, outline various types of reference materials and their uses, use the dictionary, thesaurus and subject specific encyclopaedia to check the meaning and usage of words conduct research on a topic of interest using the dictionary, thesaurus and encyclopaedia acknowledge the value of reference materials in research. 	<ul style="list-style-type: none"> In groups, learners are guided to observe a signed video or demonstration on the theme relationships and community. In pairs, learners are guided to isolate signs related to the theme and practise fingerspelling and signing them. In pairs, learners are guided to search the internet for more information about the dictionary, thesaurus, encyclopaedia and the purpose for each and share with peers. Individually, learner is guided to compare print and digital dictionary, thesaurus, encyclopaedia. In pairs, learners are guided to sign read a passage from a textbook, newspaper, or magazine. In pairs, learners are guided to identify unfamiliar words in the passage on the theme relationships 	Why do we use reference materials?

			<p>and community, and look up the meaning of the words in a dictionary.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to conduct research on a given topic using subject specific encyclopaedia. ● Individually, learner is guided to look up the synonyms of various words using a thesaurus. ● In pairs, learners are guided to make sentences using the synonyms of given words. ● In pairs, learners are guided to utilise the dictionary, thesaurus and the encyclopaedia for reference purposes. ● In pairs, learners are guided to spell words correctly. ● In pairs, learners are guided to classify words into various classes. ● In groups, learners are guided to conduct research on contemporary issues from a subject specific encyclopaedia. 	
Core competencies to be developed:				

<ul style="list-style-type: none"> ● Digital literacy : Learner interacts with technology skills as he/she searches for information using the digital dictionary, thesaurus, encyclopaedia. ● Learning to learn : Learner organises own learning as he/she uses the dictionary, thesaurus and encyclopaedia for research.
<p>Pertinent and Contemporary Issues (PCIs) :</p> <ul style="list-style-type: none"> ● Effective communication: Is developed as the learner pronounces <i>or articulates</i> and spells <i>or fingerspells</i> words correctly with the use of reference materials ● Critical thinking: Is improved as the learner makes own sentences using newly acquired words
<p>Values</p> <p>Integrity is inculcated as the learner conducts research on various topics using the dictionary, thesaurus and subject specific Encyclopaedia</p>
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Languages such as Kenya sign Language and Kiswahili teach use of reference material ● Subject specific encyclopaedias are used in all learning areas
<p>Suggested Learning Resources:</p> <p>Reference Materials such as English dictionary, Kenya Sign Language dictionary thesaurus, encyclopaedia, adapted course books for learners with Hearing Impairment.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.3 Grammar in Use	5.3.1 Order of Adjectives (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise varied adjectives during sign reading, b) identify various types of adjectives in texts, c) use the correct order of adjectives in oral and written texts, d) appreciate the role of ordered adjectives in communication for clarity.	<ul style="list-style-type: none"> ● <i>In groups, learners are guided to watch a signed video or demonstration of adjectives and imitate articulation.</i> ● In groups, learners are guided to watch captioned clips of sentences incorporating more than one adjective, and write them down. ● In pairs, learners are guided to identify opinion, shape, size, age, colour, origin, material, purpose adjectives in texts and sign them. ● In groups, learners are guided to search for examples of various types of adjectives from the internet. ● In groups learners are guided to use mind maps to generate different adjectives. ● In groups learners are guided to search online and offline for the correct order of adjectives and note them down. ● <i>In pairs, learners are guided to practise fingerspelling and signing the adjective clusters found.</i> 	<ol style="list-style-type: none"> 1. How can we use words to create vivid pictures of a person or place? 2. Why is it important to order adjectives correctly? 3. How do we order adjectives correctly?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to classify adjectives through a matching exercise. ● In groups, learners are guided to create descriptive sentences using several adjectives. ● In groups, learners are guided to form <i>signed sentences</i> using adjectives of opinion, shape, size, age, colour, origin, material and purpose. ● Individually, learner is guided to listen to or observe a captioned audio text or watch a manually interpreted video and pick out different adjectives. ● <i>In groups, learners are guided to physically organise cards with adjectives according to the proper sequence.</i> ● In pairs, learners are guided to construct sentences orally or <i>manually</i> from posters, pictures and other visuals. ● In groups, learners are guided to work to fill in crossword puzzles featuring different types of adjectives. ● In groups, learners are guided to participate in a <i>signed</i> chain story 	
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			<p>telling game where they describe a character or place using adjectives.</p> <ul style="list-style-type: none"> • <i>In pairs, learners are guided to take turns in describing objects, scenes or people using correct order of adjectives.</i> • <i>Individually, learner is guided to arrange adjectives placed in an incorrect order in a set of sentences in the correct sequence.</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learner organises their own learning as he/she interacts with the order of different types of adjectives in various texts. • Digital literacy: Learner interacts with digital technology skills as he/she searches for examples of various adjectives from the internet. 				
<p>Pertinent and Contemporary Issues (PCIs) Critical thinking :as the learner practices how to order adjectives correctly in own sentences</p>				
<p>Values: Unity and responsibility: are enhanced as the learner participates in group tasks</p>				
<p>Link to other subjects Adjectives are learnt in the language learning areas such as Kiswahili and Kenya Sign Language</p>				
<p>Suggested Learning Resources: internet, signed audio visual clips, crossword puzzles, mind maps, 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)
5.4	Sign R 5.4.1 Play: Style (Class Reader) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the features of style used in a play with examples, b) relate the stylistic features to the message in a play, c) value the role of varied style in reinforcing the message in a play.	<ul style="list-style-type: none"> ● Individually, learner is guided to identify the oral literature features (narration, riddles, songs, proverbs, local words and tongue twisters) used in a play. ● Individually, learner is guided to pick out the similes and metaphors used in a play. ● In pairs, learners are guided to search the meaning of the features of style used in a play from digital and non- digital resources and make notes. ● In groups, learners are guided to read as <i>they sign</i> excerpts of a play and pick out the stylistic features used. ● In groups, learners are guided to participate in a readers’ theatre as they <i>sign</i> read sections of a play. ● In groups, learners are guided to relate the features of style to the message in a play. ● In groups, learners are guided to role-play the actions of the characters in a play. ● In groups, learners are guided to use hot seating to bring to life aspects of a play. 	How do stylistic features enhance the message in a play?

			<ul style="list-style-type: none"> Individually, learner is guided to write a summary of the features of style used in a play. 	
<p>Core competencies to be developed: Critical thinking and problem solving : Learner develops open mindedness and creativity as he/she relates the aspects of style to the message in a play</p>				
<p>Pertinent and Contemporary Issues (PCIs) : Peace education : Is enhanced as the learner takes part in collaborative group tasks such as the readers’ theatre, role plays and hot seating</p>				
<p>Values: Unity : Is promoted as the learner participates in group tasks</p>				
<p>Link to other subjects Stylistic features are studied in Kiswahili</p>				
<p>Suggested Learning Resources: Excerpts of a play, sample signed riddles, songs, proverbs, 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)
5.5	Writing 5.5.1 Letter of Application (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulates signs of vocabulary related to letter of application for effective communication b) identify the components of a letter of application, c) write a letter of application for placement at Senior School using all the components, d) advocate the need to adhere to the format of formal letter writing.	<ul style="list-style-type: none"> ● In pairs, learners are guided to observe a signed video or demonstration and identify, fingerspell and sign vocabulary related to letter of application [such as date, content information, salutation, introduction, reference, employers' contact information, complimentary closing]. ● Individually, learner is guided to identify the components of a letter of application from a sample letter. ● In groups, learners are guided to brainstorm on the purpose of writing a letter of application and share with peers. ● In groups, learners are guided to look for more samples of letters of application from books, magazines, newspapers and the internet, <i>sign-read</i> them and note down the main parts. ● Individually, learner is guided to outline a letter of application. ● Individually, learner is guided to write a letter of application for placement at 	<ol style="list-style-type: none"> 1. Why do we write letters of application? 2. How can one ensure a letter of application meets the expected standards?

			<p>Senior Secondary School using the taught components.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to exchange the letter with other learners for peer assessment. • In groups, learners are guided to edit the letters of application for correctness. • Individually, learner is guided to revise the letter and input corrections suggested by peers. • In groups, learners are guided to share the letters of application on the class noticeboard, school noticeboard or online. 	
<p>Core competencies to be developed :</p> <ul style="list-style-type: none"> • Collaboration : Learner develop teamwork skills as he/she participates in collaborative letter writing tasks • Digital literacy: Learner interact with technology skills as he/she searches for samples of letters of application from the internet • Creativity and imagination: Learner composes a letter of application for placement at Senior Secondary School which boosts their level of innovativeness 				
<p>Pertinent and Contemporary Issues (PCIs) :</p> <ul style="list-style-type: none"> • Creative thinking: is developed as the learner participates in group tasks 				
<p>Values</p> <ul style="list-style-type: none"> • Unity: is promoted as the learner exchanges the letter of application with others for peer assessment • Responsibility: is fostered as groups of learners participate in collaborative letter writing and editing 				
<p>Link to other subjects</p>				

Learner relates the skill of letter writing to their learning in Kiswahili.

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

THEME 6.0: LEISURE TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>6.1</p> <p><i>Observing and Articulating signs (Listening and Speaking)</i></p>	<p>6.1.1 Conversational skills: Negotiation skills</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) identify words and phrases used during negotiations,</p> <p>c) use verbal and non-verbal cues during negotiations,</p> <p>d) acknowledge the importance of negotiation skills in communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed video or demonstration of signs of vocabulary related to negotiation skills and imitate articulating them. ● In groups, learners are guided to watch a captioned video clip in which people are engaged in a negotiation. ● Learner who is Hard of Hearing is guided to listen to <i>as they observe a captioned audio-visual</i> conversation related to the theme. ● Learner who is Deaf is guided to <i>observe a captioned audio-visual</i> conversation related to the theme. ● In pairs, learners are guided to pick out words and phrases that facilitate a negotiation ● In pairs, learners are guided to search for more examples of words and phrases used during 	<ol style="list-style-type: none"> 1. Which words or expressions would one use when negotiating? 2. How can one enhance their negotiation skills?

			<p>negotiations, note them down <i>and sign them</i>.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to use verbal and non-verbal cues in conversations, • In groups, learners are guided to role play a negotiation scene. • In pairs, learners are guided to simulate a negotiation scene. • In pairs, learners are guided to engage in a hot seat negotiation for the freedom of a prisoner or a favour. • In groups, learners are guided to perform a signed conversational poem in which people are negotiating or bargaining for money, dowry or price of land. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Problem solving: Learner open mindedly negotiates or requests for a favour during a hot seating activity • Collaboration: Learner develop teamwork skill as he/she discusses <i>using signs</i> the use of verbal and non-verbal cues in conversations 				
<p>Pertinent and Contemporary Issues: Effective communication: is enhanced as the learner is equipped with negotiation skills.</p>				

Values:

- Responsibility: is enhanced as the learner uses language appropriately to hold negotiations
- Unity: is developed as the learner works with peers to hold mock negotiations

Link to other subjects

Learner is able to relate conversational skills to their learning in all other subjects such as Kiswahili, Social Studies and Creative Arts and Sports.

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.2 Sign Reading	6.2.1 Sign Reading Fluency (2 Lessons)	By the end of sub strand the learner should be able to: a) recognise signs of vocabulary related to the theme during sign reading, b) outline ways of enhancing fluency in <i>sign</i> reading, c) <i>sign</i> read a text at the right speed, accurately and with expression for effective communication, d) acknowledge the role of <i>sign</i> reading fluently in extensive reading.	<ul style="list-style-type: none"> ● In group, learners are guided to observe a signed video or demonstration of sign vocabulary related to leisure time and practise articulating the signs. ● Individually, learner is guided to preview a text. ● Individually, learner is guided to ignore unknown words. ● In pairs or Individually, learner is guided to scan through a text on the theme leisure time to find a word, a pair of words or a phrase. ● In pairs, learners are guided to skim through articles or chapters in a book. ● In groups, learners are guided to <i>sign</i> read portions of a narrative in turns. ● In pairs, learners are guided to engage in a timed, repeated <i>sign</i> reading of a portion of a text. 	<ol style="list-style-type: none"> 1. Why is sign reading a text fluently important? 2. How can one sign read a text fluently?

			<ul style="list-style-type: none"> ● In groups, learners are guided to <i>articulate letter</i> sounds and words accurately. ● In pairs, learners are guided to read <i>as they sign</i> with expression. ● In groups, learners are guided to find a text, set a reading rate goal, for example, one hundred words per minute, time themselves and read and reread the text until they attain the desired number of words per minute. ● In groups, learners are guided to read <i>as they sign</i> a portion of a text and correct each other. ● In pairs, learners are guided to perform a signed conversational poem in a reader's theatre. ● In pairs, learners are guided to read <i>as they sign</i> a text within a specified time, ● Individually, learner is guided to read <i>as they sign</i> out texts from flash cards. 	
Core competencies to be developed:				

- Self-efficacy : Learner develop self awareness and planning skills as he/she accurately *sign* reads a text at the right speed and with expression
- Learning to learn : Learner organises own learning as he/she learns how to *sign* read fluently

Pertinent and Contemporary Issues:

Effective communication: is enhanced as the learner effectively communicates ideas by fluently *sign* reading texts

Values:

Love : is instilled as the learners take part in group tasks like timing each other's reading sign reading.

Link to other subjects

Learner is able to apply effective reading skills to their learning in Kiswahili and Kenya Sign Language.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.3 Grammar in Use	6.3.1 Comparison of Adverbs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the degrees of comparison in adverbs, b) articulate signs of the degrees of comparison in adverbs, c) use positive, comparative and superlative degrees of adverbs in sentences, d) appreciate the importance of the correct usage of adverbs.	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify the positive, comparative and superlative degrees of adverbs. ● In pairs, learners are guided to fingerspell and sign the positive, comparative and superlative degrees of adverbs. ● In pairs, learners are guided to practise using different degrees of adverbs in sentences <i>as they sign</i>. ● In groups, learners are guided to listen to or <i>observe</i> a <i>captioned</i> audio-visual clip or <i>sign</i> read a passage featuring the <i>comparison of adverbs</i>. ● In groups, learners are guided to discuss the rules for comparison of adverbs. (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● In small groups, learners are guided to correct mistakes in sentences that have a comparison of adverbs. 	<ol style="list-style-type: none"> 1. How do we compare things? 2. Why do we compare things?

			<ul style="list-style-type: none"> • In pairs, learners are guided to use substitution tables to categorise adverbs in pairs. • In groups, learners are guided to use various degrees of adverbs during a role play. • In groups learners are guided to use adverbs of various degrees in a dialogue, recording a video or audio clip and share it through the internet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learner interacts with digital technology skills as he/she listens <i>or observe</i> to an audio-visual clip on the comparison of adverbs • Communication and collaboration :Learner develop communication skills as he/she participates in a dialogue featuring degrees of adverbs 				
<p>Pertinent and Contemporary Issues: Creative thinking: is enhanced as the learner appropriately identifies which degrees of adverbs to use</p>				
<p>Values: Integrity: is inculcated as the learner uses their leisure time to <i>sign</i> read a passage on comparison of adverbs</p>				
<p>Link to other subjects Comparison of adverbs is a concept learnt in Kiswahili and Kenya Sign Language,</p>				
<p>Suggested Learning Resources:</p>				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.4 <i>Sign Reading</i>	6.4.1 Intensive Sign Reading – Play (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify the themes in a play or a section of a play, b) analyse the themes in a play, c) relate the themes in a play to real life, d) appreciate the role of literary appreciation in the development of critical thinking skills.	<ul style="list-style-type: none"> • Individually, learner is guided to read as <i>they sign</i> excerpts of a play. • Individually, learner is guided to outline and illustrate the themes in a play. • In groups, learners are guided to discuss the themes in a play. (<i>Ensure the seating arrangement provides equal access to the signed information</i>) • Individually, learner is guided to engage in a hot seating activity featuring some of the themes. • Individually, learner is guided to relate the themes to real life experiences. • Individually, learner is guided to role play some of the scenes in a play. • In groups, learners are guided to perform readers’ theatre involving sections of a play. • Individually, learner is guided to record <i>signed</i> video clips as they dramatise 	<ol style="list-style-type: none"> 1. Why is it important to identify themes in a play? 2. How are literary texts different from factual ones?

			sections of a play and share the <i>signed</i> video clips through the internet.	
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination : Learner participates in hot seats and relates themes to real life experiences • Digital literacy: Learner interacts with digital technology skills as he/she makes video recordings and shares them on the internet 				
Pertinent and Contemporary Issues (PCIs) : Critical thinking : is developed as learners respond to questions during a hot seating session				
Values Responsibility : is enhanced as the learner discusses with peers the best suited illustrations for different themes				
Links to other subject The concept of themes in plays is studied in Kiswahili and Creative Arts and Sports				
Suggested Learning Resources: Adapted Course books, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Charts ,Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices,School notice board.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.5 Writing	6.5.1 Mechanics of Writing: Spelling (2 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) recognize signs of vocabulary related to theme for effective communication, b) recognise homonyms, homophones, double consonants and double vowels in written texts, c) fingerspell commonly misspelt d) words for writing fluency, e) value the importance of correct spelling in written communication. 	<ul style="list-style-type: none"> • • In groups, learners are guided to observe a captioned audio-visual clip on the theme leisure. • In pairs, learners are guided to isolate, fingerspell and sign vocabulary related to homonyms, homophones, double consonants and double vowels. • In pairs, learners are guided to classify words with double consonants and those with double vowels, • In pairs, learners are guided to search for the commonly misspelt words such as homonyms and homophones from the internet or print sources, note them down and <i>articulate the signs</i>. • In groups, learners are guided to practise spelling homonyms and homophones • In groups, learners are guided to listen <i>to as they observe</i> a dictation of <i>fingerspelt</i> words with double 	<ol style="list-style-type: none"> 1. Why are some words commonly misspelt? 2. Why is it important to spell words correctly?

			<p>consonants and those with double vowels and write them,</p> <ul style="list-style-type: none"> • In groups, learners are guided to engage in spelling games such as spelling bee, scramble, crosswords and word search, • Individually, learner is guided to use the target words such as pair/pear, their/there [homophones], bank as a financial institution/ bank - as a side of a river; bat - as a flying mammal/ bat as an equipment for sports [homonyms], <u>bee</u> <u>speed</u> [double vowels] and <u>happiness</u>, , <u>dinner</u> [double consonants] in sentences of their own. • Individually, learner is guided to fill in crossword puzzles and other word games and share them through the internet, magazines or the school noticeboard. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learner appropriately uses the target words in sentences of their own • Digital literacy: Learner interacts with technology creating crossword puzzles and other word games and sharing them through social media • Learning to learn: Learner searches for the commonly misspelt <i>or wrong articulation of signs of</i> words from the internet thus acquiring information on their own 				
<p>Pertinent and Contemporary Issues (PCIs)</p>				

Effective communication is developed as the learner practises spelling *or fingerspelling of* words correctly

Values

Peace and unity are promoted as the learner takes part in group tasks

Link to other subjects

Correct spelling is emphasised in all other subjects such as Integrated Science, Kiswahili and Kenya Sign Language.

Suggested Learning Resources:

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

THEME 7.0: NATURAL RESOURCES: MARINE LIFE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>7.1 Observing and Articulating signs <i>(Listening and Speaking)</i></p>	<p>7.1.1 Observing Signed Comprehension: Observing 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) select the main idea from a <i>signed observed or</i> listening passage(HoH),</p> <p>c) select the main idea from a <i>signed observed</i> passage(Deaf),</p> <p>d) respond to questions based on the <i>signed observed or</i> listening passage(HoH),</p> <p>e) respond to questions based on the <i>signed</i></p>	<ul style="list-style-type: none"> • In pairs, learners are guided to observe a signed demonstration of vocabulary related to natural resources-marine life. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to natural resources-marine life. • In groups, learners are guided to pick out details from a <i>signed observed or</i> listening text. • Individually, learner is guided to rewrite the passage in their own words. • In pairs, learners are guided to discuss any new information that they have learnt from the passage. <i>(Ensure the seating arrangement supports equal access to signed information).</i> 	<ol style="list-style-type: none"> 1. Why should we distinguish between relevant and irrelevant information during a presentation? 2. Why is it important to listen keenly?

		<p><i>observed</i> passage(Deaf), f) acknowledge the importance of <i>observing keenly</i>.</p>	<ul style="list-style-type: none"> • Individually, learner is guided to answer <i>signed</i> questions based on the passage. • Individually, learner is guided to use a digital device to search for more information. • In groups, learners are guided to watch a signed video and pick out specific details. • Individually, learner is guided to recall specific details from a listening or a signed observed passage. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy : Learner develops digital citizenship skills as he/she uses a digital device to search for more information on marine life • Learning to learn: Learner practises picking out details from a listening <i>or observing</i> text 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental Conservation : is enhanced as the learner listens <i>or observe</i> to <i>signed</i> passages based on the theme • Critical thinking: is developed as the learner rewrites or paraphrases the listening <i>or observed</i> passage 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility : is nurtured as the learner interacts with texts on how to take care of natural resources 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Learner relates the concept of natural resources to their learning in Social Studies • Kiswahili and Kenya Sign Language teaches good listening, observing, speaking and signing skills 				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.2 Sign Reading	7.2.1 Intensive Sign Reading: Interpretation and Evaluation (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 vocabulary related to the theme in readiness for intensive reading, b) distinguish between reading for interpretation and reading for evaluation for information, c) interpret a reading text for lifelong learning, d) summarise information in a reading text, e) appreciate the role of correct interpretation and evaluation of a text in 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 natural resources-marine life. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme natural resources-marine life. ● In groups, learners are guided to watch <i>captioned or signed</i> video clips on a text and interpret the text. ● In groups, learners are guided to outline the key issues discussed in the signed video clip. ● In pairs, learners are guided to summarise the content of the video. ● In groups, learners are guided to study and identify visuals from texts related to the theme. ● In groups, learners are guided to brainstorm differences between 	<ol style="list-style-type: none"> 1. Why should you give the correct interpretation of a text? 2. How can you interpret a text correctly?

			<p><i>sign</i> reading for interpretation and evaluation.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to <i>read as they sign</i> a short text related to the theme and interpret it. • Individually, learner is guided to paraphrase portions of the text. • Individually, learner is guided to read and summarise digital texts related to the theme. • Individually, learner is guided to make detailed notes of digital and print texts they have read. 	
<p>Core competencies to be developed: Digital literacy: Learner develops technology skills as he/she <i>sign</i> reads and summarises digital texts related to the theme</p>				
<p>Pertinent and Contemporary Issues: Effective communication : Is enhanced as the learner makes notes of digital and print texts they have read</p>				
<p>Values: Respect: Is fostered as the learner forms own judgments on texts read or sign read.</p>				
<p>Link to other subjects The languages, Mathematics and Integrated Science all emphasise the need for good skills in interpretation and evaluation.</p>				

Suggested Learning Resources:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Relative Pronouns Interrogative Pronouns	By the end of the sub strand the learner should be able to: a) recognise <i>signs of</i> relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) acknowledge the value of relative and interrogative pronouns in communication.	<ul style="list-style-type: none"> • Individually, learner is guided to identify relative and interrogative pronouns from a passage. • Individually, learner is guided to fingerspell and sign the identified relative and interrogative pronouns. • Individually, learner is guided to differentiate between relative and interrogative pronouns. • In pairs, learners are guided to construct and sign sentences using interrogative and relative pronouns. • In small groups, learners are guided to <i>use signs of</i> relative and interrogative pronouns, record the activity and share the video with others. 	<ol style="list-style-type: none"> 1. How do you obtain information from people? 2. How do you join simple sentences?

			<ul style="list-style-type: none"> • In small groups, learners are learner is guided to role play a dialogue featuring interrogative and relative pronouns, • In small groups, learners are guided to use signs of relative and interrogative pronouns as they participate in a hot seating activity on the conservation of marine life/natural resources. • In small groups, learners are guided to create a crossword puzzle featuring relative and interrogative pronouns. • In pairs, learners are guided to use interrogative pronouns to ask questions based on visuals. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication : Learner develops teamwork skills as he/she engage in an activity out of class in small groups where they use relative and interrogative pronouns • Collaboration : Learner develops teamwork skill as he/she look for examples of interrogative and relative pronouns from the internet in pairs • Digital Literacy : Learner interacts with technology as he/she search for examples of interrogative and relative pronouns from the internet in pairs enables the learner to interact with technology 				

Pertinent and Contemporary Issues (PCIs)

- Critical and creative thinking : is developed as the learner works with peers to distinguish between interrogative and relative pronouns
- Learner support programmes : is promoted as the learner participates the activities of the wildlife and the environmental clubs in school

Values:

- Social Justice is promoted as the learner constructs and *sign* reads sentences related to the preservation and conservation of marine life

Link to other subjects

Learner relates the concept of interrogative and relative pronouns to their learning in Kiswahili and Kenya Sign Language.

Suggested Learning Resources:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.4 Sign Reading	7.4.1 Intensive Sign Reading: Play (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify the characters in a play for deeper understanding, b) assign sign names to the characters, c) analyse the characters in a play and their relationship, d) value the role of literary appreciation in developing critical thinking.	<ul style="list-style-type: none"> ● In groups, learners are guided to watch muted video clips based on a play and discuss what they think the characters are saying to each other. (<i>Ensure the seating arrangement supports equal access to signed information</i>). ● Individually, learner is guided to fingerspell and assign the characters sign names. ● In pairs, learners are guided to read as <i>they sign</i> excerpts of a play. ● In groups, learners are guided to answer questions based on a play. ● In groups, learners are guided to identify the conflicts between characters in a play. ● In groups, learners are guided to relate the characters in a play to real life. ● In groups, learners are guided to role play the characters in a play. ● In groups, learners are guided to simulate the action in sections of the play. 	<ol style="list-style-type: none"> 1. Why should we establish the relationship between the characters in a play? 2. How does understanding the relationship between characters help our understanding of the play?

			<ul style="list-style-type: none"> • In groups, learners are guided to dramatise sections of a play. • In groups, learners are guided to make video recordings of the role play and share them with peers. 	
<p>Core competencies to be developed: Creativity and imagination : Learners sharpen their creativity as they dramatise sections of a play</p>				
<p>Pertinent and Contemporary Issues: Creative thinking : is developed as the learner participates in role play</p>				
<p>Values: Unity: is enhanced as learners work in groups to create and share videos</p>				
<p>Link to other subjects Learner is able to relate intensive sign reading skills to their learning in Performing Arts ,Kiswahili, Kenya Sign Language and all other subjects.</p>				
<p>Suggested Learning Resources: Class readers, print and nonprint print media, 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)
7.5 Writing	7.5.1 The Writing Process (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) outline the stages of the writing process, c) create a composition, story or poem following the steps of the writing process, d) advocate the need for creativity in life.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme natural resources-marine life. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme natural resources-marine life. ● In pairs, learners are guided to outline the steps of the writing process. ● In groups, learners are guided to brainstorm on different topics such as natural resources- marine life for writing a factual composition. ● In groups, learners are guided to select one topic and write a factual composition by following the writing process. ● In groups, learners are guided to share factual composition pieces 	<ul style="list-style-type: none"> ● How does the writing help us improve the quality of our writing?

			among the groups for peer assessment and correction.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Collaboration : Learners embraces teamwork as they work in pairs or groups ● Critical thinking and problem solving : Learners develop active listening <i>or observing</i> and communication skills as they share factual composition pieces among groups 				
Pertinent and Contemporary Issues:				
Decision making is developed as learners negotiate all the steps of the writing process				
Values:				
Respect: Is fostered as learners regard for self and others positively as they brainstorm on topics related to respect and develop factual compositions on the same				
Link to other subjects				
Learner is able to relate the writing process to their learning in Kiswahili, Kenya Sign Language and Creative Arts when scripting plays, songs and poems.				
Suggested Learning Resources				
Adapted Course books, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.				

THEME 8.0: TOURISM: INTERNATIONAL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>8.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>8.1.1 Signed Oral Poetry (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) interpret oral signed poems on varied issues(HoH), c) interpret oral signed poems on varied issues(Deaf), d) perform an oral signed poem using performance techniques(HoH), e) perform a signed poem using performance techniques(Deaf), f) acknowledge the role of oral signed poetry in the preservation of our cultural heritage. 	<ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme, international tourism. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme international tourism. • Learner who is Hard of Hearing is guided to listen <i>as they observe</i> and respond to <i>captioned or signed</i> audio visual recordings of oral poetry. • Learner who is Deaf is guided to <i>observe</i> and respond to <i>captioned or signed</i> audio visual recordings of oral poetry. 	<ol style="list-style-type: none"> 1. Why should you interpret an oral poem correctly? 2. How can you make the performance of an oral poem interesting?

			<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen <i>as they observe</i> and respond to a <i>signed</i> oral poem recited by the teacher. ● Learner who is Deaf is guided to <i>observe</i> and respond to a <i>signed</i> oral poem recited by the teacher. ● In groups, learners are guided to retell a poem using own <i>signs</i> of words. ● In pairs, learners are guided to infer the meaning of words and phrases in a given <i>signed</i> oral poem. ● Learner who is Hard of Hearing is guided to listen to <i>as they observe</i> different renditions of the same <i>signed</i> oral poem. ● Learner who is Deaf is guided to <i>observe</i> different renditions of the same <i>signed</i> oral poem. 	
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			<ul style="list-style-type: none"> • In groups, learners are guided to use appropriate performance techniques to perform signed oral poems. • In pairs, learners are guided to relate the ideas in a <i>signed</i> oral poem to real life. • In groups, learners are guided to recite <i>signed</i> oral poems. • Individually, learner is guided to participate in a readers' theatre. • In groups, learners are guided to compose oral poems in pairs and share with the class by <i>signing</i>. 	
Core competencies to be developed:				
Critical thinking: Learner reflects as they relate the ideas in an oral poem to real life				
Pertinent and Contemporary Issues:				
Social cohesion: Is fostered as learners perform and compose oral poems in groups				
Values:				
Patriotism: the learner interacts with poems that raise awareness on tourism in the country				
Link to other subjects:				

The learner is able to relate the concept of Oral poetry learnt in English to similar concept learnt in Kiswahili and Creative Arts and Sports.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.2 Sign Reading	8.2.1 Sign Reading for Interpretation (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify the point of view in a poem, c) analyse the point of view in a poem, d) acknowledge the importance of the point of view in the understanding of a poem. 	<ul style="list-style-type: none"> ● In groups or pairs learners are guided to observe, sign and fingerspell words related to the theme. ● In groups, learners are guided to read as they sign a given poem and identify the point of view. ● In pairs, learners are guided to search for poems with different points of view from the internet and non-digital sources. ● In groups, learners are guided to listen to as they observe poems sign read by the teacher. ● In pairs, learners are guided to relate the subjects of different poems to real life. ● In groups, learners are guided to compose a short poem. ● In groups, learners are guided to discuss the various points of view in the poems. <i>(Ensure the seating arrangement supports equal access to signed information).</i> 	<p>Why is it important to understand the point of view in a poem?</p>

Core competencies to be developed:

Critical thinking: Learner develop interpretation and inference skills as he/she interprets poems.

Pertinent and Contemporary Issues:

Effective communication: the learners work together in groups to interpret poems.

Values:

Love: is inculcated as learners patiently listen *or observe* each other as they *sign* read poems

Link to other subjects

The learner is able to relate reading for interpretation and evaluation as the concept is similarly learnt in Creative Arts and Sports and Kiswahili

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.3 Grammar in Use	8.3.1 Complex Prepositions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) recognise signs of complex prepositions in texts, c) use complex prepositions in sentences, d) appreciate the role of prepositions in oral and written communication.	<ul style="list-style-type: none"> ● In groups or pairs learners are guided to observe, sign and fingerspell words related to the theme. ● In groups, learners are guided to <i>read as they sign</i> a passage from a book, magazine or newspaper article in which complex prepositions are used. ● In pairs, learners are guided to identify, fingerspell and sign complex prepositions from the passage. ● In groups, learners are guided to <i>listen to as they</i> observe a text <i>sign</i> read by the teacher and note the complex prepositions used. ● In pairs, learners are guided to read <i>as they sign</i> and underline complex prepositions used in various texts. ● Individually, learner is guided to form sentences using complex prepositions. ● In small groups, learners are guided to correct mistakes in sentences formed by peers. 	How do you describe where something is located?

			<ul style="list-style-type: none"> • In pairs, learners are guided to search for more examples of complex prepositions from the internet and other sources. • Individually, learner is guided to fingerspell and sign the examples of complex prepositions from the internet and other sources. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: Learner develops writing skills as he/she uses complex prepositions correctly. • Digital literacy: Learners develops skill of interacting with technology as they search for examples of complex prepositions from the internet. 				
<p>Pertinent and Contemporary Issues: Effective communication: is enriched as the learner uses complex prepositions correctly in sentences.</p>				
<p>Values: Responsibility: is fostered as learners accomplish tasks in groups</p>				
<p>Link to other subjects The learner is able to relate the concept of complex prepositions learnt in English to similar concept in Kiswahili and Kenya Sign Language.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.4 Sign Reading	8.4.1 Poetry: Characters (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme in the poem, b) identify the persona and other participants in a poem, c) analyse the character of the speaker (persona) and the other participants in a poem, d) acknowledge the importance of characters in literary appreciation.	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme in the poem. ● In groups, learners are guided to read as they sign a grade appropriate poem. ● Individually, learner is guided to use signs of appropriate adjectives to describe the behaviour of characters in poem. ● In groups, learners are guided to assign sign names to the characters in poem ● Individually, learner is guided to illustrate character traits in varied poems. ● In groups, learners are guided to relate actions of the persona to real life. ● In small groups, learners are guided to role play different characters in a poem. ● In pairs, learners are guided to infer information from the poem. 	How do we tell the behaviour of the characters in a poem?

			<ul style="list-style-type: none"> • In groups, learners are guided to fill and share a table showing character/character's behaviour/character trait. • In groups, learners are guided to create a poem, recite it (using signs), make a recording, upload the recording on social media platforms or share it on the school notice board. 	
<p>Core competencies to be developed: Creativity and Imagination: Learner develop creativity as he/she creates, recites, records and uploads a poem on social media platforms.</p>				
<p>Pertinent and Contemporary Issues: Critical thinking: the learner writes poems and identifies the character traits of the persona and other participants in a poem.</p>				
<p>Values: Unity: the learners work in pairs or groups to describe character traits.</p>				
<p>Link to other subjects Languages such as Kiswahili and Kenya Sign Language use adjectives when highlighting character traits.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.5 Writing	8.5.1 Assessing Writing (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) recognise signs of qualities of a good composition, c) identify the qualities of a well written composition, d) write a composition related to the theme, e) assess a composition against a predesigned criterion, f) value the need for clarity and cohesion in writing communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme. ● In groups, learners are guided to read as they sign a passage about the qualities of a good composition. ● In pairs, learners are guided to identify, fingerspell and sign the qualities of a good composition. ● In groups, learners are guided to write down a criterion or checklist for assessing compositions. the criterion should have parameters such as: variety of sentences, relevance and creativity, cohesion, grammar and editorials, ● In groups, learners are guided to read <i>as they sign</i> samples of well written compositions from the coursebook. ● Individually, learner is guided to write a composition related to the theme. 	<ul style="list-style-type: none"> ● How can one make a composition interesting?

			<ul style="list-style-type: none"> • In pairs, learner is guided to assess a peer's composition and give comments as guided by the checklist. • Individually, learner is guided to make corrections to the composition. • In groups, learners are guided to display the compositions on the school noticeboard. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: Teamwork is incorporated as learners assess peers' compositions. • Critical thinking and problem solving is promoted as the learner writes good compositions. 				
<p>Pertinent and Contemporary Issues: Effective communication: the learner is equipped with good composition writing skills.</p>				
<p>Values</p> <ul style="list-style-type: none"> • Patriotism: the learner interacts with materials on the theme. • Unity: learners work together in group tasks such as reading samples of well written compositions from the coursebook. 				
<p>Link to other subjects The learner is able to relate good writing skills for effective communication learnt English to similar concepts taught in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

THEME 9.0: HEROES AND HEROINES: WORLD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>9.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>9.1.1 Diphthongs, sentence stress and signing in context (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 heroes and heroines b) identify words with the diphthongs /aʊ/ and /ʊə/ in a text (HoH), c) identify signs of words with the fingerspelt letters -ou and -ure in a sign read text [Deaf], d) use emphatic stress in words to convey meanings (HoH), e) use signs of words in their right context to convey meanings [Deaf], f) advocate the need for accurate pronunciation in oral communication (HoH), 	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration, signed audio- visual clip or a video clip with closed captions of heroes and heroines. ● In pairs, learners are guided to fingerspell and sign vocabulary related to heroes and heroines. ● In groups, learner who is Hard of Hearing is guided to identify the diphthongs /aʊ/ as in out, house /ʊə/ as in sure, cure in a passage on heroes and heroines read by the teacher. ● In groups, learner who is Deaf is guided to identify fingerspelt letters -ou as in out, house and -ure as in sure, cure in a passage on heroes and heroines printed out by the teacher. ● Individually, learner is guided to sign and fingerspell letters -ou as 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. Why is it important to articulate signs or fingerspell words correctly? 3. How does stress help us to convey different meanings?

		<p>g) advocate the need for observing accurate articulation of signs with correct mouth movement in signed communication [Deaf].</p>	<p>in out, house and -ure as in sure, cure.</p> <ul style="list-style-type: none"> ● In groups, learner who is Hard of Hearing is guided to identify the stressed and unstressed words in a sentence. ● In groups, learner who is Deaf is guided to identify stressed and unstressed words in a <i>signed</i> sentence. ● In groups, learner who is Hard of Hearing is guided to read a passage heroes and heroines featuring the diphthongs/aʊ/ and /ʊə/. ● In groups, learner who is Deaf is guided to sign read a passage featuring words with diphthongs /aʊ/ such as [out, vow, how, proud, loud] and /ʊə/ [such as, poor, cure, ensure, tour, mature lure]. ● In groups, learner who is Hard of Hearing is guided to recite poems [on theme] featuring the diphthongs/aʊ/ and /ʊə/. 	
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			<ul style="list-style-type: none"> • In groups, learner who is Deaf is guided to sign poems [on theme] featuring words with the diphthongs /aʊ/ such as [out, vow, how, proud, loud] and /ɔə/ [such as, poor, cure, ensure, tour, mature lure]. • In purposive pairs, learners are guided to underline words with the diphthongs from texts. • In groups, learner who is Hard of Hearing is guided to apply stress appropriately when reading a poem. • In groups, learner who is Deaf is guided to apply stress appropriately through the use signing dynamics such as, speed, force & size of signing movement, appropriate non manual features and repetition of movement that has increased intensity with signs when sign reading a poem. • In groups, learner who is Hard of Hearing is guided to read the same 	
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			<p>sentence while placing stress on different words.</p> <ul style="list-style-type: none"> ● In groups, learner who is Deaf is guided to <i>sign read</i> the same sentence while placing stress on different words by using signing dynamics [such as, speed, force & size of signing movement, appropriate non manual features and repetition of movement that has increased intensity with signs]. ● In groups, learners who are Hard of Hearing are guided to read aloud words with the diphthongs /au/ and /ʊə/ from flashcards. ● In groups, learners who are Deaf are guided to sign read words with the fingerspelt letters -ou and -ure from flashcards. ● Individually, learner is guided to use the dictionary to find more examples of words with the diphthongs. ● In groups, learner who is Hard of Hearing is guided to recite a poem 	
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			<p><i>on heroes and heroines</i> while distinguishing the stressed and unstressed words, make a recording and upload the video on You Tube, social media platforms or share it through the mobile phone.</p> <ul style="list-style-type: none"> • In groups, learner who is Deaf is guided to sign a poem while distinguishing the stressed and unstressed signs, make a recording and upload the video on You Tube, social media platforms or share it through the mobile phone. 	
<p>Core competencies to be developed: Communication : Learner acquires proper pronunciation or articulation of <i>signing</i> skills as he/she <i>sign</i> read the sentence while placing stress on different words</p>				
<p>Pertinent and Contemporary Issues (PCIs) : Social cohesion and patriotism as the learner interacts with material on the theme</p>				
<p>Values: Respect is inculcated during the pronunciation or articulation of <i>signs</i> drills as learners give each other feedback</p>				
<p>Link to other subjects Kiswahili and other languages such as Kenya Sign Language emphasise correct pronunciation or observing proper articulation of signs of words with correct mouth movement.</p>				

Suggested Learning Resources

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

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) (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of words related to the theme, b) select a reading text from a collection of books or the library, c) <i>sign</i> read a text for information and enjoyment, d) appreciate the role of extensive reading in lifelong learning. 	<ul style="list-style-type: none"> • In groups or pairs learners are guided to observe, fingerspell and sign words related to the theme. • In groups, learners are guided to watch a <i>signed or captioned</i> video clip on how to select a reading text. • Individually, learner is guided to <i>sign</i> read a passage based on how to select a text. • Individually, learner is guided to select a reading from a collection. • Individually, learner is guided to preview a text to determine its suitability. • Individually, learner is guided to skim through a text to obtain the gist. 	<ol style="list-style-type: none"> 1. How does reading widely help us learn better? 2. How do we select a reading text?

			<ul style="list-style-type: none"> • Individually, learner is guided to scan through a text to obtain specific information, • Individually, learner is guided to read independently and silently, • In pairs, learners are guided to interpret what they <i>sign</i> read in their own way. • In pairs, learners are guided to infer meanings of unfamiliar vocabulary from the context. • In pairs, learners are guided to look up the meaning of unfamiliar words in the dictionary. • In pairs, learners are guided to outline the subjects addressed in the text, • Individually, learner is guided to make notes on what has been read. 	
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			<ul style="list-style-type: none"> • In groups, learners are guided to discuss the topics of the texts with peers. • In pairs, learners are guided to explain why they find a particular text interesting. • Learners is guided to write a book review of their favourite fictional text. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the learner independently reads fictional texts of their choice. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Social cohesion: is promoted as learners interact with texts about heroes. 				
Values: <ul style="list-style-type: none"> • Unity: are promoted as learners take part in group activities where they respect each other's opinions. 				
Link to other subjects: <ul style="list-style-type: none"> • The learner is able to relate the concept of heroes and heroines learnt in English to similar concept in Social Studies. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.3 Grammar In Use	9.3.1 Conjunctions: Correlative Conjunctions (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise <i>signs of</i> correlative conjunctions in texts,</p> <p>b) identify correlative conjunctions in texts,</p> <p>c) use correlative conjunctions in sentences,</p> <p>d) appreciate use of correlative conjunctions for effective communication.</p>	<ul style="list-style-type: none"> ● Individually, learner is guided to identify, <i>fingerspell and sign</i> correlative conjunctions such as <ul style="list-style-type: none"> - either... or - neither...nor - both ... and - not only... but ...also ● Individually, learner is guided to <i>sign</i> read passages in which correlative conjunctions are used. ● In pairs, learners are guided to search for sentences with correlative conjunctions from the internet, newspapers, books or magazines. ● In pairs, learners are guided to sign sentences with correlative conjunctions from the internet, newspapers, books or magazines. ● <i>In pairs, learners are guided to form and sign sentences using correlative conjunctions.</i> 	How do we join sentences?

			<ul style="list-style-type: none"> • In pairs, learners are guided to ask and answer <i>signed</i> questions using correlative conjunctions. • In groups, learners are guided to role play an event and use correlative conjunctions. • Individually, learner is guided to match correlative conjunctions in charts. • Individually, learner is guided to rewrite sentences using correlative conjunctions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy : Learner embraces teamwork as he/she practises using conjunctions through role playing with peers. • Communication: Learner develop writing skills as he/she uses conjunctions correctly in written communication. 				
<p>Pertinent and Contemporary Issues: Critical thinking: the learner forms sentences using correlative conjunctions.</p>				
<p>Values: Respect is: inculcated as the learner participates in group tasks.</p>				
<p>Link to other subjects The learner is able to relate the concept of conjunctions learnt in English to similar concept in Kiswahili.</p>				

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.4 Sign Reading	9.4.1 Play: Style	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify <i>signs of</i> features of style used in a play,</p> <p>b) relate features of style to the meaning of a play,</p> <p>c) acknowledge the importance of stylistic features in literary appreciation.</p>	<ul style="list-style-type: none"> • Learners who is Hard of Hearing id guided to read aloud <i>as they sign</i> excerpts of a play. • Learner who is Deaf is guided to sign read excerpts of a play. • Individually, learner is guided to answer <i>signed</i> questions based on the excerpt. • Individually, learner is guided to highlight, <i>fingerspell and sign</i> aspects of style such as flashback, flash-forwards and personification in a play. • In groups, learners are guided to discuss the role of memories, dreams and a story within the story in a flashback. • Individually, learner is guided to analyse the features of style in relation to the meaning of a play. • In groups, learners are guided to role play some events in which the flashback, flash forward and personification feature in the play. • In groups, learners are guided to dramatize some of the events in a play and make video recordings. 	<ul style="list-style-type: none"> • Why do authors use flashback, flashforward and personification in plays? • How can we relate features of style to the meaning of a play?

			<ul style="list-style-type: none"> Individually, learner is guided to engage in hot seating activities mirroring events and people in the play. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: the skill of interacting with technology is acquired as learner interacts with technology making video recordings of peers dramatizing some of the events in a play. Creativity and imagination: the skill of making connections is developed as the learner interacts with stylistic features in plays. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Learner support- peer education and mentorship as the learner engages in hot seating activities. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility and unity: engaging in role play and hot seating activities. 				
<p>Link to other subjects:</p> <p>Learner relates style in plays in English to acting in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.5 Writing	9.5.1 Narrative compositions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the elements of a narrative composition, b) <i>articulate signs of the elements of a narrative composition</i> , c) uses the elements of a narrative composition in a story, d) appreciate the role of background information in the creation of credible stories.	<ul style="list-style-type: none"> ● Individually, learner is guided to <i>sign read</i> or read samples of narrative compositions from text books. ● Individually, learner is guided to identify <i>and sign</i> the introduction, body and conclusion of a sample composition. ● Individually, learner is guided to brainstorm possible topics for narrative compositions. ● Individually, learner is guided to tell <i>or sign</i> a story from their own experiences. ● Individually, learner is guided to plan a narrative composition. ● Individually, learner is guided to write a narrative composition. ● Individually, learner is guided to edit the composition, ● revise the narrative composition. ● Individually, learner is guided to read one another's composition and obtain feedback from peers. ● Individually, learner is guided to make corrections to the narrative. 	<ul style="list-style-type: none"> ● How should we organise our compositions?

			<ul style="list-style-type: none"> Individually, learner is guided to display the compositions in a gallery walk, class noticeboard or through social media. 	
<p>Core competencies to be developed: Creativity and imagination: Learner’s creativity is nurtured as they write a narrative composition.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programme- Chaplaincy the learner plans and writes a narrative composition.</p>				
<p>Values: Love learners share their compositions and give each other feedback.</p>				
<p>Link to other subjects Learner is able to relate the skills of creative writing to compelling scripts in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

THEME 10.0: SOCIAL AND MASS MEDIA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>10.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>10.1.1 Impromptu Speeches (2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognize signs of words related to the theme,</p> <p>b) outline the procedure for preparing for an impromptu speech,</p> <p>c) make an impromptu speech on a selected topic,</p> <p>d) acknowledge the importance of excellent presentation skills in speech delivery.</p>	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign vocabulary related to the theme. ● In pairs, learners are guided to search for the meaning of the term <i>impromptu speech</i> from the dictionary or the internet. ● In groups, learners are guided to listen to as they observe an impromptu <i>signed</i> speech made by the teacher. ● In groups, learners are guided to brainstorm on the procedure for preparing for an impromptu speech. ● Individually, learner is guided to make an impromptu speech on a topic related to social and mass media. 	<p>How do we make an impromptu speech?</p>

			<ul style="list-style-type: none"> Individually, learner is guided to record the speech, discuss its strengths and weaknesses in a plenary and suggest ways of improvement. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: Learner interacts with technology as they make a recording of the speech. Self-efficacy: Learner organises their own work as they prepare and delivers impromptu speeches at short notice. Collaboration: Learner develops speaking <i>or signing</i> skills as he/she uses the plenary discussions to sharpen their communication skills. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Mental Health-Self-esteem: as learner listens <i>or observes</i> and makes impromptu speeches. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: the learner makes speeches on an issue like responsible use of social and mass media. 				
<p>Link to other subjects:</p> <p>The learner is able to relate the concept of social and mass media learnt in English to proper use of social and mass media in Social Studies.</p>				
<p>Suggested Learning Resources</p> <p>Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.2 Sign Reading	10.2.1 Note Making (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulates signs of vocabulary related to the <i>theme</i> for effective communication, b) identify main points or ideas in an argumentative passage, c) make notes from an argumentative passage, d) value the importance of note making while reading for pleasure or academic purposes.	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme. ● In groups, learners are guided to practise the <i>note-making</i> procedures such as <i>sq4r</i>, ● Individually, learner is guided to <i>sign</i> read argumentative passages based on the theme of social and mass media. ● In groups, learners are guided to make notes on different health and media issues presented in any of the passages, ● In pairs, learners are guided to graphically prepare charts using their notes. ● In pairs, learners are guided to exchange the charts for peer review and correction. ● In groups, learners are guided to use the notes, to compose a poem or a song and present it in class. 	Why is it important to make notes?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner organises their own work as they <i>sign</i> reads and makes notes on argumentative passages. ● Collaboration : Learner embraces teamwork as they work with peers to make notes and prepare charts. ● Creativity and Imagination: The learners comes up with unique ideas when composing a poem and presenting it in class. 				

Pertinent and Contemporary Issues:

Effective communication: the learner interacts with material related to argumentative essays.

Values:

Peace: the learners engage in harmonious group and class tasks.

Link to other subjects

The learner is able to relate the skill of note making to similar concept in Kiswahili that expose learners to argumentative essays and note-making.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.3 Grammar in Use	10.3.1 Determiners: Numerals and Ordinals (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 numerals and ordinals used as determiners in a text, b) articulate signs of determiners (numerals and ordinals) for effective learning, c) use numerals and ordinals as determiners in sentences, d) appreciate the need for well -formed sentences in communication. 	<ul style="list-style-type: none"> ● Individually, learner is guided to search for ordinals such as first, second, third and numerals such as one, two, three from digital or non-digital sources. ● In pairs, learners are guided to fingerspell and articulate signs of determiners (numerals and ordinals). ● Individually, learner is guided to recite or <i>sign</i> poems with numerals and ordinals as others listen <i>or observe</i> and pick out the target determiners. ● In small groups, learners are guided to <i>sign</i> read short passages <i>on theme</i> and underline numerals and ordinals used as determiners. ● Individually, learner is guided to mention objects in the school that could be modified using numerals and ordinals. 	<ol style="list-style-type: none"> 1. How do we identify numerals and ordinals? 2. Why do we use numerals and ordinals in sentences?

			<ul style="list-style-type: none"> • In groups, learners are guided to construct <i>signed</i> sentences using numerals and ordinals, • Individually, learner is guided to rewrite sentences replacing numerals with ordinals and vice versa. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: confidence in correct use numerals and ordinals as determiners in communication. • Communication: writing skill is developed when constructing sentences using numerals and ordinals as determiners with peers. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion as the learner works with peers on numerals and ordinals.</p>				
<p>Values Unity: the learner harmoniously works with peers to construct sentences with numerals and ordinals as determiners.</p>				
<p>Link to other subjects The learner relates the concept of Numerals and ordinals to number work in mathematics.</p>				
<p>Suggested Learning Resources Word cards, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.4 Sign Reading	10.4.1 Play: Project (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of vocabulary related to the theme for effective communication, b) identify simple props and costumes that create mood and atmosphere, c) present dramatized parts of a play to an audience, d) acknowledge the effectiveness of the performance in delivering the play’s message.	<ul style="list-style-type: none"> ● In pairs, learners are guided to observe signed play and identify, fingerspell and sign vocabulary related to the theme of social and mass media. ● In groups, learners are guided to watch <i>captioned signed</i> video clips on how to dramatize and record a section of a play, ● In groups, learners are guided to select simple props and costumes that enhance performance. ● Individually, learner is guided to write the story charts and scripts to follow in the performance. ● Individually, learner is guided to rehearse with props and costume. ● In groups, learner who is Hard of Hearing is guided to dramatize simple scenes for classmates while focusing on voice, <i>signs</i>, gestures and movements. ● In groups, learners are guided to discuss how to use role play and mime in the performance (<i>ensure seating arrangement allows room to access information</i>). 	<ul style="list-style-type: none"> ● How does an acted play differ from a written one?

			<ul style="list-style-type: none"> • Individually, learner is guided to give and receive feedback on the performance. • Individually, learner is guided to record the performance on a video or audio device. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy: confidence in performing in front of an audience. • Digital literacy: the skill of interacting with technology when using digital devices to record performances. 				
<p>Pertinent and Contemporary Issues (PCIs) Learner support programme- Chaplaincy: the learners relate their performance to real life situations</p>				
<p>Values Respect: the learners collaboratively select simple props and costumes for the performance.</p>				
<p>Link to other subjects The learner is able to relate acting skills to their role playing in Creative Arts.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.5 Writing	10.5.1 Filling Forms: Application Forms (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize signs of vocabulary related to filling forms for effective communication b) recognize bursary and scholarship application forms from a list of forms, c) fill in bursary and scholarship application forms while adhering to conventions, d) value the importance of giving accurate and sufficient information in forms. 	<ul style="list-style-type: none"> • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to filling forms. • In groups, learners are guided to collect bursary and scholarship application forms from digital and print sources. • Individually, learner is guided to identify discuss and note down the common features of each type of the form. • In groups, learners are guided to analyse the type of data sought by different forms, • Individually, learner is guided to fill in different forms that require data on issues such as social and mass media, • Individually, learner is guided to share different filled in forms for peer observation and feedback, 	<ul style="list-style-type: none"> • Why is it important to fill in all parts of a form?

			<ul style="list-style-type: none"> • In groups, learners are guided to discuss as a plenary the importance of providing accurate data in forms, • In groups, learners are guided to create a form. 	
Core competencies to be developed <ul style="list-style-type: none"> • Self-efficacy: confidence when the learner fills forms correctly. • Learning to learn: the learner independently fills other types of forms. 				
Pertinent and Contemporary Issues (PCIs) Financial literacy as learner gives amounts, estimates, budgets and justification for bursary and scholarship applied for.				
Values Integrity: learner learns to give correct and accurate information about self in the form filling process.				
Link to other subjects The learner is able to relate the concept of filling in forms to their learning in Science and Technology.				
Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.				

THEME 11.0: INCOME GENERATING ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>11.1 1. Observing and Articulating signs (Listening and Speaking).</p>	<p>11.1.1 Conversation Skills: Job Interviews (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) outline preparations undertaken by an interviewer and interviewee before a job interview, c) ask and answer appropriate questions in mock job interviews, d) recognise excellent interview skills as a positive step towards getting a job. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a signed demonstration or video clip with vocabulary on the theme of income generating activities. ● Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme of income generating activities. ● In groups, learners are guided to watch a <i>captioned interview</i> on a relevant topic like income generating activities. ● Individually, learner is guided to brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview. 	<ol style="list-style-type: none"> 1. How can you succeed in a job interview? 2. Why is it important to prepare for a job interview?

			<ul style="list-style-type: none"> ● In groups, learners are guided to search online and offline for possible questions that are commonly asked in a job interview and write them down, ● In pairs, learners are guided to role-play asking and answering questions in a mock job interview, and record the session electronically or as a written dialogue. ● Individually, learner is guided to share the recorded signed interviews for peer review. ● In groups, learners are guided to discuss how success in a job interview is a step towards generating income for the individual and the community. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: effective communication when the learner communicates effectively by asking and answering questions in a mock interview. 				

- Collaboration: teamwork skills when the learners work together to review an interview and role play an interview session.

Pertinent and Contemporary Issues:

Financial literacy is enhanced as the learner links success in a job interview to income generation

Values:

Learner support programme-Integrity: the learners appreciate that getting a job depends on preparedness for an interview, excellent interview skills and providing truthful information.

Link to other subjects:

The learner is able to relate interview skills to interviewing as a method of correcting information in Social Studies.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Sign Reading	11.2.1 Extensive Sign Reading: Fiction (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) distinguish between fiction and non-fiction reading materials, c) select and <i>sign</i> read grade appropriate fiction materials, d) keep a portfolio of the subject matter, e) appreciate the importance of reading fiction for exposure.	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme, ● Individually, learner is guided to research on the <i>differences between fiction and non-fiction materials</i> and give examples of each. ● Individually, learner is guided to <i>sign</i> read self-selected fiction materials and use a graphic organizer to write short summaries of the subject. ● In groups, learners are guided to make a readers' gallery by displaying the material <i>sign</i> read with a caption indicating its subject matter. ● Individually, learner is guided to take photos of their display and keep a soft and hard copy of the photo in their portfolio or, write a card with the title and the subject matter of the material read and keep it in their portfolio. 	<ul style="list-style-type: none"> ● Which story books or plays have you read? ● What makes a book interesting?

			<ul style="list-style-type: none"> In groups, learners are guided to discuss why reading fiction materials is important. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Critical thinking and problem solving researching skills when the learner research from different sources the difference between fiction and non-fiction materials. Digital Literacy: skill of interacting with technology when learners capture images of the readers galleries and keep them in their digital portfolio. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Critical thinking is nurtured as learners distinguish between fiction and non-fiction materials and generate points to convince others to read the materials, they themselves have read.</p>				
<p>Values</p> <p>Respect: the learners recognise the value of each other’s contribution in building the readers’ gallery.</p>				
<p>Link to other subjects</p> <p>The learner is able to relate reading skills to nurture a reading culture and promote discipline required in reading fiction materials in Kiswahili.</p>				
<p>Suggested Learning Resources</p> <p>Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar in Use	11.3.1 Word Classes: Nouns (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify nouns formed from verbs and other nouns from a text, b) recognize signs of nouns for effective communication, c) use nouns formed from verbs and other nouns in sentences, d) acknowledge the necessity of forming words from other word classes in the process of communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a signed demonstration or video of nouns. ● Individually, learner is guided to identify, fingerspell and signs of nouns. ● Individually, learner is guided to <i>sign</i> read a print or non-print text on income generating activities. ● Individually, learner is guided to underline nouns formed from verbs and other nouns in the <i>sign read</i> text. ● Individually, learner is guided to separate the root word from the suffixes, for example, employment – employ and ment, ● In pairs, learners are guided to search online or offline and compile a list of suffixes for forming nouns from verbs and other nouns. ● In groups, learners are guided to play a language game involving one learner showing a flash card with a verb while 	How do we form nouns from verbs and other nouns?

			<p>the other forms a noun from it, signs it and vice versa.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to use the suffixes to form nouns from verbs and other nouns and present them in print or digital tables. ● Individually, learner is guided to construct sentences about income generating activities and environmental preservation using nouns formed from verbs and from other nouns. ● Individually, learner is guided to explain why the knowledge of changing other words into nouns is helpful in communication. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: the skill of learning independently when the learner conducts online and offline search and compiles a list of suffixes for forming nouns from verbs and other nouns. ● Collaboration: teamwork skill when the learner contributes meaningfully in group activities on word formation and sentence construction. 				
<p>Pertinent and Contemporary Issues: Environmental education is addressed as learners use nouns formed to create sentences that promote environmental conservation</p>				
<p>Values: Love: the learners correct each other's words or sentences as they work in pairs and groups.</p>				

Link to other subjects:

The learner is able to relate the concept of nouns learnt to noun derivations in Kiswahili and Kenya Sign Language.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Sign Reading	11.4.1 Grade - appropriate Play: Lessons learnt (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognize signs of words related to the theme, b) identify and illustrate the lessons learnt from a play, c) relate the lessons learnt to real life experiences, d) perceive plays as sources of life lessons and entertainment. 	<ul style="list-style-type: none"> ● In pairs or groups, learner is guided to observe, fingerspell and sign words related to the theme. ● Individually, learner is guided to search online and offline sources for information on how to derive lessons from words and actions of characters ● Individually, learner is guided to <i>sign</i> read different excerpts of a play. ● In pairs, learners are guided to discuss lessons learnt and provide illustrations for each lesson identified. ● In pairs, learners are guided to analyse the lessons elicited by plays and relate them to real life experiences. ● Individually, learner is guided to use graphic organisers to summarise the lessons learnt and present them in charts displayed on the wall for peer review. ● In groups, learners are guided to discuss the sections of a play that entertain and bring out lessons. 	<p>How are different issues addressed in the play?</p>

Core competencies to be developed:

- Critical thinking: interpretation and inference skills when learners read different excerpts of a play and elicit lessons learnt.
- Collaboration: teamwork skill when learners analyse the lessons elicited by pairs and relate them to real life experiences.

Pertinent and Contemporary Issues:

- Social Cohesion: the learners relate lessons learnt to experiences in the society.

Values:

Responsibility: the learner takes up the role allocated to dramatize a play.

Link to other subjects:

The learner is able to relate the concept of play learnt in English to acting in Creative Arts and sports.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.5 Writing	11.5.1 Mechanics of Writing – Spelling (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise fingerspelled abbreviations, b) spell words for effective communication, c) write common abbreviations in full, d) appreciate the importance of abbreviations in writing. 	<ul style="list-style-type: none"> • In pairs, learners are guided to fingerspell and write down fingerspelled abbreviations. • Learners are guided to watch demonstration clips and note the rules of abbreviation especially for the following: <ul style="list-style-type: none"> • titles, for example, Mrs Juma • time references, for example, 7 a.m. • organisations, technical words and company names, for example, IEBC, ICU, KBC. • In groups, learners are guided to discuss the rules of abbreviation and present them in charts. • Individually, learner is guided to sign read the rules of abbreviation. • In pairs, learners are guided to copy the lists of abbreviations from electronic or print sources respectively. 	<ol style="list-style-type: none"> 1. Why should you consider splitting words at the end of a line? 2. How do we abbreviate different words?

			<ul style="list-style-type: none"> • In pairs, learners are guided to write a paragraph on how to make savings from income generating activities containing words to be abbreviated. • In groups, learners are guided to assess the correctness of the paragraph. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: skill of learning independently when the learner writes abbreviations correctly. • Collaboration: teamwork skill when the learner interacts with peers to undertake different activities in groups. 				
<p>Pertinent and Contemporary Issues: Financial literacy is enhanced as the learner writes paragraphs on savings.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: the learner collaborates in pairs and groups to present rules on abbreviation and splitting of words. • Responsibility: the learners write passages on how to make savings from income generating activities. 				
<p>Link to other subjects: The learner is able to relate the concept of writing abbreviations to their learning in Social Studies, Science and Technology and Agriculture and Nutrition.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.</p>				

THEME 12.0: PERSONAL GROOMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>12.1</p> <p>Observing and Articulating signs</p> <p>(Listening and Speaking)</p>	<p>12.1.1 Listening or Observing to Respond: Expressing Feelings</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognises signs of vocabulary related to emotions for effective lesson delivery.</p> <p>b) identify words and expressions used to describe their feelings towards a poem,</p> <p>c) express their feelings towards the subject matter of a poem,</p> <p>d) value the importance of poem recitation for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to emotions. ● Individually, learner is guided to search digital and print sources for words and expressions used to describe feelings towards a poem. ● Learner who is hard of hearing is guided to recite and record a poem emphasising words and expressions that reveal their feelings towards the poem. ● Learner who is Hard of hearing is guided to recite and record a poem emphasising words and expressions that reveal their feelings towards the poem. ● Learner who is Deaf is guided to sign and record a poem emphasising signs and expressions that reveal their feelings towards the poem. 	<ol style="list-style-type: none"> 1. How can one express their feelings while reciting a poem? 2. Why is it important to recite or sign poems with feeling?

			<ul style="list-style-type: none"> • In groups, learners are guided to watch a live or recorded poem <i>[supported by sign language interpretation]</i> on personal grooming and describe their feelings towards the subject matter of the poem. • In groups, learners are guided to recite, or sign selected poems and present their varied feelings towards each poem's subject matter in detail. • In groups, learners are guided to discuss in plenary, the importance of reciting or <i>signing</i> poems with feeling. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the learner independently uses different words and expressions learnt to describe own feelings. • Digital literacy: the skill of interacting with technology as the learner uses technology to search for information and record recitations. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and Security- Personal hygiene: the learner watches or listens to recitations of poems on personal grooming. 				
<p>Values: Unity: the learners recite and record poems emphasizing words and expressions that reveal their feelings towards the poem.</p>				
<p>Link to other subjects: The learner is able to relate observing skills learnt in English to their learning in Kiswahili and other learning areas.</p>				

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 <i>Sign Reading</i>	12.2.1 Sign Intensive Reading: Comprehension Strategies (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of vocabulary related to the theme for effective communication, b) identify clues in the passage from which conclusions can be drawn, c) infer information and meaning of words and expressions from a passage, d) summarise ideas in a passage, e) apply the skills of making inferences and drawing conclusions	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of vocabulary related to the theme. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to personal grooming. ● In groups, learners are guided to search for and <i>sign</i> read print and non-print passages on varied subjects like personal grooming. ● Individually, learner is guided to underline words, phrases or sentences that can serve as clues for making inferences or drawing conclusions as they <i>sign read</i>. ● In groups, learners are guided to use the clues to make inferences for information or meaning of vocabulary. 	<ol style="list-style-type: none"> 1. Why is it important to summarise information from a text? 2. How can one draw conclusions from a text?

		in independent reading.	<ul style="list-style-type: none"> • Individually, learner is guided to <i>sign</i> read a passage on good grooming and summarise the ideas in the passage. • Individually, learner is guided to present their summaries on charts and post them on the classroom noticeboard. • Individually, learner is guided to participate in a gallery walk and review peers' summaries. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking: interpretation and inference skill when the learner draws conclusions, make inferences, and writes a summary. • Learning to learn: the learner independently take part in the gallery walk and review each other's work. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Human sexuality is addressed as learners summarise passages on personal grooming. 				
Values:				
<ul style="list-style-type: none"> • Unity: the learners work in groups to summarise, display and review each other's work. 				
Link to other subjects:				
<ul style="list-style-type: none"> • The learner is able to relate reading skills in English to comprehension strategies are learnt in Kiswahili. 				
Suggested Learning Resources				
Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of phrasal verbs for effective communication,</p> <p>b) identify phrasal verbs formed from break, hang, run and turn in texts,</p> <p>c) use the given phrasal verbs in sentences of their own,</p> <p>d) value the importance of using phrasal verbs in spoken, signed and written communication.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of vocabulary related to phrasal verbs and personal grooming. ● In pairs, learners are guided to fingerspell and sign vocabulary related to phrasal verbs and personal grooming. ● Individually, learner is guided to search from digital and print sources for phrasal verbs formed from break, hang, run and turn and compile them in a word list. ● In groups, learners are guided to search for the meanings of the phrasal verbs identified from print or non-print dictionaries and make notes. ● Individually, learner is guided to form phrasal verbs from the given verbs and use them to fill in tables and broken passages. 	<ol style="list-style-type: none"> 1. How are phrasal verbs different from other verbs? 2. Why is it important to learn meanings of phrasal verbs?

			<ul style="list-style-type: none"> • Individually, learner is guided to sign the phrasal verbs. • Individually, learner is guided to use phrasal verbs to construct <i>signed</i> sentences based on personal grooming and health education and display the sentences in charts. • Individually, learner is guided to post the charts in class and take a gallery walk assessing and reviewing the sentences. • Individually, learner is guided to suggest examples of writing, speaking and <i>signing in context</i> situations in which the given phrasal verbs could be used. • In pairs, learners are guided to <i>sign sing</i> songs with phrasal verbs on personal grooming. 	
Core competencies to be developed				
Self-efficacy: the learner confidently gain competence in using phrasal verbs.				
Pertinent and Contemporary Issues (PCIs)				
Effective communication: learners construct sentences on health matters using phrasal verbs				
Values				
Respect: the learners conduct a gallery walk assessing and correcting peers' sentences				

Link to other subjects

The learner is able to relate the concept of phrasal verbs learnt in English to similar concept in Kiswahili.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Sign Re	<p>12.4.1 Play: Characterisation</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words related to to theme,</p> <p>b) outline the clues for identifying traits of different characters in a play,</p> <p>c) use the clues to describe the characters in a play,</p> <p>d) appreciate the role of characterisation in determining virtues and vices in the society.</p>	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme, ● In groups, learners are guided to search from digital and print sources for clues in a play that one can use to identify a character trait, for example; ● -what the character does or says; or ● -what is said about a character, ● Individually, learner is guided to brainstorm on the words and phrases used to describe characters and make a phrase book. ● In groups, learners are guided to watch <i>signed</i> video clips or <i>sign</i> read sections of a play and identify the clues used to describe the traits of a character 	<ol style="list-style-type: none"> 1. Which words or expressions can you use to describe one's character? 2. Why is characterisation important?

			<ul style="list-style-type: none"> ● In groups, learners are guided to use the clues to assign character traits and display them in a gallery in form of character maps, webbing tools or clusters for peer review. ● Individually, learner is guided to play characterisation games that help to summarise traits of all characters. ● In groups, learners are guided to dramatize a section of a play to highlight traits of some characters. ● Individually, learner is guided to role play different characters in hot seating. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: the skill of interacting with technology when the learner manipulates digital tools while watching videos on the sections of a play. ● Critical thinking: analysing skill when learners use clues to assign traits to different characters. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Learner Support Programme: learners help make improvements as they review peers’ descriptions of characters. 				

Values:

Responsibility: learners do their part in role playing the characters in a play.

Link to other subjects:

The learner is able to relate the concept of characterisation learnt to role playing in Creative Arts.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.5 Writing	12.5.1 The Writing Process (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise vocabulary related the theme for effective communication, b) outline the different stages of the writing process, c) apply the writing process in creating a dialogue on a relevant theme, d) emphasise the importance of each of the stages in the writing process in crafting flawless dialogues.	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of vocabulary related to personal grooming, respect and life skills. ● In pairs, learners are guided to fingerspell and sign vocabulary related to personal grooming, respect and life skills. ● In groups learners are guided to watch a signed video clip on the writing process. ● Individually, learner is guided to <i>sign</i> read on the following steps of the writing process: pre-writing, drafting, editing, revising and publishing. ● In groups, learners are guided to discuss the different tasks involved in each stage of the writing process. ● Individually, learner is guided to brainstorm on different topics related to personal grooming, respect and life skills. 	<ol style="list-style-type: none"> 1. Why should you plan your writing? 2. Why is it important to learn dialogue writing?

			<ul style="list-style-type: none"> • Individually, learner is guided to individually, select one topic and write a dialogue adhering to the writing process. • Individually, learner is guided to share the dialogues, assess and correct each other's work. • In pairs, learners are guided to dramatise selected dialogues as the others watch and record or note the strengths and weaknesses. • Individually, learner is guided to suggest ways of improving dialogues written by peers. 	
<p>Core competencies to be developed: Problem solving: the learners identify and correct weaknesses in their peers' dialogues</p>				
<p>Pertinent and Contemporary Issues: Safety and Security-Health education: the learners generate topics on personal grooming for dialogue writing.</p>				
<p>Values: Respect: the learners brainstorm on topics related to respect and develop dialogues on the same.</p>				
<p>Link to other subjects: The learner is able to relate the writing skills in English to the writing process addressed in Performance Arts during the scripting of plays, poems and songs.</p>				

Suggested Learning Resources

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

THEME 13.0: SEA TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>13.1.1 Extensive Listening or Observing signed : Speeches (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,</p> <p>b) identify the issue addressed by the different speeches listened to [Hard of Hearing],</p> <p>c) identify the issue addressed by the different signed speeches observed [Deaf],</p> <p>d) take notes on the points made by the different speakers on the issue,</p> <p>e) acknowledge the importance of getting information from varied sources.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of vocabulary related to sea travel. ● In pairs, learners are guided to fingerspell and sign vocabulary related to sea travel. ● Learner who is Hard of hearing <i>is guided to</i> search online and offline for varied speeches on an issue of interest and listen to them for enjoyment and general information. ● In groups, learner who is Deaf is guided to search online and offline for varied signed speeches on an issue of interest and observe them for enjoyment and general information. ● In groups, learner who is Hard of Hearing is guided to listen to or observe selected speeches on a 	<ol style="list-style-type: none"> 1. How can you ensure that you remember what you hear or observe from a speech? 2. How can you identify the issue addressed by a speech observed or listened to?

			<p>specific issue such as sea travel played out or read out and <i>identify the issue</i> addressed by the different speeches.</p> <ul style="list-style-type: none"> ● In groups, learner who is Deaf is guided to observe selected speeches on a specific issue such as sea travel <i>signed out</i> and <i>identify the issue</i> addressed by the different speeches. ● Individually, learner is guided to in plenary, share the common theme identified to gain consensus. ● In pairs, learners are guided to <i>observe</i> or listen to the speeches again and, <i>take notes</i> on the points from each of the speeches. ● In groups, learners are guided to compare the notes taken by different pairs and compile the recurrent points. ● Individually, learner is guided to use the points noted from the speeches to write and make a speech on the same theme. 	
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			<ul style="list-style-type: none"> • Individually, learner is guided to record and share their <i>signed</i> speeches on the class vlog or other social media. • In groups, learners are guided to discuss the benefits of listening to different speeches on the same subject. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: global awareness skills are developed when the learner listens to and makes a speech on sea travel. • Digital literacy: the skill of interacting with technology as the learner searches for speeches online. 				
<p>Pertinent and Contemporary Issues: Citizenship education: the learner listens to and observes signed speeches to makes notes on sea travel.</p>				
<p>Values: Respect: the learners respectfully assess each other’s points as they compile them.</p>				
<p>Link to other subjects: The learner relate listening skills taught in English to similar concept of listening in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Sign Reading	13.2.1 Intensive Reading: Visualising and Summarising (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify mental images created from a <i>sign</i> read passage, b) summarise what a paragraph and the passage are about, c) appreciate the role of visualising and summarising in enhancing understanding of a text.	<ul style="list-style-type: none"> ● Individually, learner is guided to search from print and electronic sources and list down the sensory words and expressions used to create mental images in a text. ● In pairs, learners are guided to <i>sign read</i> or read a passage on an interesting issue like sea travel and pick out the sensory words or expressions and the mental images they create in a reader. ● In groups, learners are guided to fill in templates requiring key ideas from the text or parts of the text and display the templates on the wall, ● In groups, learners are guided to <i>sign read</i> or read a text on current issues such as responsible sea travel and identify the main ideas in a paragraph or a passage. ● Individually, learner is guided to summarise the ideas in own words in charts and share for peer review. 	Why is it important to make a relevant summary of a text?

			<ul style="list-style-type: none"> • In groups, learners are guided to brainstorm on how visualising and summarising aid in comprehension of a passage. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: effective communication skill as learners writes summaries of passages related to sea travel. 				
<ul style="list-style-type: none"> • Pertinent and Contemporary Issues: • Safety and security as learners analyse the importance of taking care of self during sea travel. 				
Values: <ul style="list-style-type: none"> • Responsibility: learners read passages on responsible sea travel. 				
Link to other subjects: The learner is able to relate the sea travel concept to modes of transport learnt in Social Studies.				
Suggested Learning Resources Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books,Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar in Use	13.3.1 Sentences: Complex Sentences (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise subordinating conjunctions during signed communication, b) identify subordinating conjunctions in sentences, c) construct complex sentences using subordinating conjunctions learnt, d) correct disjointed sentences using the rule of subordinating conjunctions.	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video of coordinating conjunctions. ● In pairs, learners are guided to fingerspell and sign coordinating conjunctions such as before, when, while, until, one, and since. ● Individually, learner is guided to pick out subordinating conjunctions from a passage. ● In groups, learners are guided to use the subordinating conjunctions to make sentences and display them on a chart. ● In pairs, learners are guided to underline and label main and subordinate clauses in the sentences on the chart. 	<ol style="list-style-type: none"> 1. How can one construct a sentence using a coordinating conjunction? 2. How can one differentiate between a simple sentence and a complex sentence?

			<ul style="list-style-type: none"> ● Individually, learner is guided to join pairs of signed sentences using subordinating conjunctions. ● Individually, learner is guided to join pairs of sentences using subordinating conjunctions presented in completion and substitution tables. ● Individually, learner is guided practice punctuating complex sentences on current issues such as global sea travel. ● Individually, learner is guided to review each other's sentences by changing them into well-formed complex sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: teamwork skills as the learners work in groups make sentences using subordinating conjunctions then display them on a chart. ● Self-efficacy: Effective communication skill as learners improve sentence construction skills. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Learner support programme- effective communication as learners improve sentence construction skills. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners work together in groups to make and label sentences. 				

Link to other subjects:

The learner is able to relate sentence construction skills learnt to clear communication in Creative Arts and Sports.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Sign Reading	13.4.1 Grade-appropriate Play: Style (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases related to the theme, b) identify the styles of humour and monologue in a play, c) dramatize instances of humour and monologue in a play, d) acknowledge the role of humour and monologue in enriching a literary work.	<ul style="list-style-type: none"> ● In pairs or groups, learners are guided to observe, fingerspell and sign words related to the theme. ● In pairs, learners who are Hard of Hearing are guided to search for examples of humour and monologue from print and non-print sources and read them aloud or re-enact them, ● In groups, Learners who are Deaf are guided to search for examples of humour and monologue from print and nonprint sources and sign read them clearly or re-enact them, ● In groups, learners are guided to identify and illustrate humour and monologue in the grade-appropriate play and display them in a graphic organiser. ● Individually, learner is guided to watch, or <i>sign</i> read episodes of the grade-appropriate play containing humour and monologue. 	<ol style="list-style-type: none"> 1. Why is humour important? 2. Which programmes on radio or television do you find amusing?

			<ul style="list-style-type: none"> • In groups, learners are guided to dramatize the episodes and record themselves. • Individually, learner is guided to use humour and monologue in created contexts. • In groups, learners are guided to discuss how humour and monologue make a play interesting and pass its message effectively (<i>ensure seating arrangement allows room to access information</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: interacting with technology skills as learners use digital tools to record dramatized sections of the text. • Creativity and imagination: making connections as learners identify and illustrate instances of monologue and humour. 				
<p>Pertinent and Contemporary Issues: Learner support programme- effective Communication is enhanced as learners discuss how monologue and humour help in delivering messages.</p>				
<p>Values: Love is fostered as learners work together as they dramatize examples of humour and monologue found from print and non-print sources.</p>				
<p>Link to other subjects: The learner is able to relate humour and monologue learnt in English to common stylistic techniques in drama taught in Creative Arts and Sports.</p>				

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.5 Writing	13.5.1 Creative Writing: Idioms (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words related to the theme,</p> <p>b) explain the meaning of given idioms in different contexts,</p> <p>c) use a variety of idioms in writing narrative compositions,</p> <p>d) encourage peers to use idioms appropriately in signed speech, and writing.</p>	<ul style="list-style-type: none"> ● In pairs or groups, learner is guided to observe, fingerspell and sign words related to the theme. ● Individually, learner is guided to use the print and digital dictionaries to find the meaning of the following <i>idioms</i> and present them in a graphic organiser: <ul style="list-style-type: none"> - <i>peace of mind</i> - <i>bury the hatchet</i> - <i>sit on the fence</i> - <i>with open arms</i> - <i>burning bridges</i> - <i>follow in someone's footsteps, monkey business</i> - <i>adding insult to injury</i> ● In groups, learners are guided to fill sentence gaps with the most appropriate idioms, ● In groups, learners are guided to play language games where one shows an idiom on a flash card and the other makes a sentence with it. ● In pairs, learners are guided to sign read or read short narrative essays on sea travel containing most of the given idioms. 	<ol style="list-style-type: none"> 1. What are idioms? 2. Which idioms are you familiar with?

			<ul style="list-style-type: none"> • Individually, learner is guided to write a narrative composition using the given idioms. • In groups, learners are guided to scan through compositions of each member and create a checklist of idioms used tallying them to find out the most popular. • In groups learners are guided to discuss the importance of using idioms in written, spoken language and sign language (<i>ensure seating arrangement allows room to access information</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: making observation skill as the learners write a narrative composition using the given idioms. • Digital literacy: interacting with technology skill as the learners use digital tools to check meanings of idioms from digital dictionaries. 				
<p>Pertinent and Contemporary Issues: Learner support Programme- Creativity: the learners create narratives and use idioms in them.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learners sensitively scan each other's compositions for idioms. • Responsibility: learners undertake tasks assigned on searching for idioms and presenting them in sentences. 				
<p>Link to other subjects: The learner is able to relate creative writing skills using idiomatic expression to dramatization skills taught in Creative Arts and Sports.</p>				

Suggested Learning Resources

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

THEME 14.0: SPORTS – WORLD CUP (FOOTBALL)

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 Varying facial expression and body language in sentences (Intonation)- Question tags (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) write the correct form of question tags in sentences, c) apply question tags appropriately in communication, d) compose sentences using question tags correctly, e) appreciate the importance of question tags, correct intonation and varying of facial expression and body language in communication. 	<ul style="list-style-type: none"> • In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme. • Learner who is Hard of Hearing is guided to <i>observe</i> and listen to a recording or watch a <i>signed video</i> on the world cup in which the speakers use question tags and correct sentence intonation and varying facial expression and body language. • Learner who is Deaf is guided to watch a <i>video clip with closed captions</i> on the world cup in which the speakers use question tags and correct sentence intonation and <i>varying facial expression and body language</i>. • Learner who is Hard of Hearing is guided to practise reading out or <i>sign reading</i> sentences with 	<ol style="list-style-type: none"> 1. How can we improve our speaking or <i>signing</i> skills? 2. Why do we use question tags in speech or sign language?

			<p>question tags using the correct intonation.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to practise <i>sign reading</i> sentences with question tags using the correct intonation. ● Individually, learner is guided to match affirmative and negative sentences to question tags provided in a list. ● Individually, learner is guided to complete fill-in exercises with the correct question tags. ● In groups, learners are guided to compose and write down sentences that end in question tags. ● In groups, learners are guided to write the sentences generated on large papers and post them on the class notice board. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: interacting with technology as learners use digital devices to listen to a recording or watch a video on the world cup on question tags and intonations. ● Self-efficacy: effective communication skills as learners gain confidence to use question tags correctly in speech practice. ● Communication and collaboration: teamwork and writing skills as learners work in pairs to compose and write down sentences that end in question tags. 				

Pertinent and Contemporary Issues:

- Safety and security as learners interact with materials on safety and security in sporting activities.

Values:

- Unity: learners work together to compose sentences in small groups.
- Peace: learners learn about the place of sports in promoting peace in the world.

Links to other subjects:

The learner is able to relate concept of sports learnt to topics related to football and the world cup in Creative Arts and Sports.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.2 Sign Reading	14.2.1 Summarising: argumentative texts (grade appropriate text) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words related to theme, b) pick out the main points discussed in a text, c) organise an outline of points into a coherent whole, d) summarise a text correctly in their own words e) realise the importance of good summary writing skills in writing.	<ul style="list-style-type: none"> ● In groups or pairs, learners are guided to observe, fingerspell and sign words related to the theme. ● Individually, learner is guided to <i>sign read</i> and read argumentative texts based on the world cup from a book or using a digital device. ● Individually, learner is guided to select the main idea. ● Individually, learner is guided to outline the supporting points from the text ● Individually, learner is guided to write an initial summary of this information. ● Individually, learner is guided to revise the written text for clarity. ● In groups, learners are guided to search the internet for more examples of reading passages, 	<ol style="list-style-type: none"> 1. How do we write summaries? 2. Why should we learn good summary writing skills?

			<p><i>sign read them and practice summarising them.</i></p> <ul style="list-style-type: none"> • In groups, learners are guided to search for facts, dates, and important personalities related to football-world cup and share the information on the school notice board. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: interacting with technology skill as learners use digital devices to search for reading material online. • Communication and collaboration: writing skill as learners improve their writing skills by writing summaries. • Critical thinking and problem solving: interpretation and inference skills as learners interact with material for good summary writing skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: learners work together to compose sentences. • Peace: learners get learn about the ability of sports to promote peace in the world. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Learner support Programme-Effective communication: as learners improve summarising skills. • Safety and security: learners interact with material on safety and security in sporting activities. 				
<p>Links to other subjects: All subjects require good summary writing skills.</p>				

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.3 Grammar in use	14.3.1 Sentences-Direct and Indirect Speech (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words related to the theme, b) differentiate between direct and indirect speech, c) convert direct speech into indirect speech, d) use the correct punctuation marks in direct speech, e) apply direct and indirect speech correctly in communication	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe a signed video with words related to the theme, fingerspell and sign. ● Individually, learner is guided to <i>sign</i> read provided sentences or paragraphs to learn how direct and indirect speech appear in writing. ● Individually, learner is guided to convert sentences written in direct speech into indirect speech and vice versa. ● Individually, learner is guided to insert the correct punctuation marks in sentences to mark direct speech. ● In pairs, learners are guided to rewrite reported questions. ● In pairs, learners are guided to compose sentences in direct and indirect speech 	How do we report what others have said?

Core competencies to be developed:

- Communication and collaboration: teamwork skills as learners work together to complete exercises.
- Self-efficacy- effective communication skills as learners gain confidence to write direct and indirect speech correctly in communication.

Values:

- Responsibility: learners work in pairs to compose sentences in direct and indirect speech.

Pertinent and Contemporary Issues:

- Learner Support Programme-Problem solving: is enhanced as learners work together to covert sentences from direct to indirect speech and vice versa.

Links to other subjects:

The learner is able to relate direct and indirect speech concept to reporting about different activities in Creative Arts and Sports.

Suggested Learning Resources

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.5 Writing	14.5.1 Descriptive writing (280 – 320 words) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) use the correct writing process to write a composition, b) spell words correctly in composition writing, c) apply the five senses in writing descriptive compositions, d) display creativity and imagination in composition writing, e) recognise the importance of creativity in writing. 	<ul style="list-style-type: none"> • Individually, learner is guided to write sentences that describe things in the classroom using the five senses. • Individually, learner is guided to write a composition on a topic related to the world cup. • In groups, learners are guided to engage in relay writing and share the final product with the rest of the class. • In pairs, learners are guided to <i>sign read</i> or read a short excerpt of writing on the world cup from a selected writer or a writer they admire and try to write a composition, in their own words, but using the style or words learnt from the writer. • Individually, learner is guided to look at a set of pictures or items on the world cup provided by the 	<ol style="list-style-type: none"> 1. What makes a story creative? 2. Which words do we use to describe our different senses?

			<p>teacher and write a descriptive composition based on these items.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to rewrite a famous story in their own words. ● In pairs, learners are guided to write short paragraphs describing an item and have the other person guess what the item is. ● Individually, learners are guided to share the best creative compositions on the school notice board or the school website. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: making connections skill as learners write creative compositions. ● Digital literacy: interacting with technology skill is enhanced as learners share their compositions on the school website. ● Communication and collaboration: writing skills as learners engage in relay writing. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners work together to write group compositions. ● Responsibility: learners ensure that their part in the relay composition is well written. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Learner support programme- Creative thinking: learners compose descriptive compositions: 				
<p>Links to other subjects: The learner is able to relate the creative writing skills to writing scripts and skits in Creative Arts and Sports.</p>				

Suggested Learning Resources

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

THEME 15.0: TOURIST ATTRACTION SITES - WORLD

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>15.1 Observing and Articulating signs (Listening and Speaking)</p>	<p>15.1.1 Oral and signed Reports- News (role play) (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,</p> <p>b) sign read a short report within a specified number of minutes,</p> <p>c) analyse a recorded <i>signed</i> grade appropriate oral news report</p> <p>d) apply the features of oral or <i>signed</i> presentations for effective communication,</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed demonstration or video on tourist attraction sites in the world. ● In pairs, learners are guided to fingerspell and sign vocabulary related to tourist attraction sites in the world ● In groups or pairs, learner is guided to watch a recorded grade appropriate news report [<i>supported with sign language interpretation or captions</i>] on tourist attraction sites in the world ● In groups, learners are guided to brainstorm on the importance of body language in reading an oral or signed report. ● In groups, learners are guided to dramatize reading news reports on world tourist attraction sites. 	<p>Why are oral or signed reports important?</p>

		<p>e) appreciate the importance of fluency in News report.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to practise timed reading and <i>sign</i> reading. ● In pairs, learners are guided to practise reciting <i>and signing</i> famous speeches. ● In groups, learners are guided to prepare and present (role play) short news reports on tourist attraction sites in the world. ● In groups, learner who is Hard of Hearing is guided to listen and critique others as they orally present reports. ● In groups, learner who is Deaf is guided to observe and critique others as they present reports in sign language. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: interacting with technology as they watch and listen to or observe signed audio visual recordings of News and signed reports. ● Communication and collaboration: teamwork as learners work in pairs and groups to record signed reports. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: learners listen to or observe signed reports and critique others as they orally or through signing present reports. ● Love: learners listen to or observe signed reports and record other speeches and give necessary support and provide constructive feedback. 				

Pertinent and Contemporary Issues:

Learners support program- Effective communication: learners present news reports through sign language with confidence.

Links to other subjects:

The learner is able to apply effective communication skills to their learning in Creative Arts during role plays.

Suggested Learning Resources

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 <i>Sign Reading</i>	15.2.1 Sign Reading Fluency (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify signs of words related to the theme, preview a text while ignoring unknown words, make predictions about the characters, events and the message in a given text, skim a text to get the gist, scan a text to obtain specific information, advocate the role of reading or <i>sign reading</i> fluency in communication. 	<ul style="list-style-type: none"> ● In groups or pairs learner is guided to observe, fingerspell and sign signs of words related to the theme. ● Individually, learners are guided to read, or <i>sign read</i> a passage. ● In pairs, learners are guided to read, or <i>sign read</i> the title, blurb of a text. ● Individually, learner is guided to read or <i>sign read</i> the first line of a paragraph or chapter to establish the subject. ● In pairs, learners are guided to look for specific details from a text such as title, a word, a phrase. ● Individually, learner is guided to practise ignoring unknown words while reading. ● In groups learners are guided to practise timed reading and <i>sign reading</i> with fluency, ● Individually, learner is guided to <i>sign read</i> and read a text on tourist 	<ol style="list-style-type: none"> How can you tell if a text is appropriate for reading? Why should one read a text fluently?

			<p>attraction sites in the world at the right speed,</p> <ul style="list-style-type: none"> ● In groups, learner who is Hard of Hearing is guided to pronounce words and sounds accurately. ● In groups, learner who is Deaf is guided to fingerspell and sign words accurately. ● Individually, learner is guided to display the right emotions and feelings when <i>sign reading</i> and reading a text, ● Individually, learner is guided to record a text such as a poem, a story or newspaper article and save the recording in a digital device. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: reading skills as the learner develops reading fluency. ● Digital literacy: connecting with technology skills when learner uses digital devices to records and saves a text such as a poem, a story or newspaper article. 				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> ● Learner support Programme-Effective communication: the learner develops reading fluency. ● Citizenship the learner reads texts on various tourist attraction sites around the world. 				
<p>Values Responsibility: the learner makes a recording of text being read in pairs or groups.</p>				

Link to other subjects

The learner is able to relate the concept of sign reading fluently to making giving project presentation reports in Agriculture and Nutrition.

Suggested Learning Resources

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Grammar in use	15.3.1 Sentences- 15.3.1.1 Imperative – commands, requests 15.3.1.2 Exclamatory (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify signs of words related to the theme, identify instances where the two types of sentences are used correctly in printed handouts or online texts, punctuate given texts by use of the appropriate punctuation marks appreciate the use of exclamatory and imperative sentences in spoken language. 	<ul style="list-style-type: none"> In groups or pairs learner is guided to observe, fingerspell and signs of words related to the theme. In groups, learner who is Hard of Hearing is guided to orally list the kinds of rules that they would want. Learner who Deaf is guided to list the kinds of rules that they would want implemented in their school. Individually, learner is guided to identify and label sentence types in printed handouts or online texts. <i>Individually, learner is guided to construct signed imperative sentences as they respond to teacher’s questions.</i> 	How do you decide whether to use an exclamation mark or a period at the end of a sentence?

			<ul style="list-style-type: none"> • In pairs, learners are guided to construct written imperative sentences. • In pairs, learners are guided to construct exclamatory sentences based on one of the characters in a text. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: interacting with technology skill as learner using digital devices to identify and label sentence types from online texts. • Learning to learn: learners independently construct imperative sentences. 				
<p>Values: Social justice: learners compare societal issues through discussing rules in school.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Learner Support Programme- Problem solving: learners work in pairs/groups to construct exclamatory sentences 				
<p>Links to other subjects: The learner is able to relate the concept of imperative sentence learnt to interviewing skills in Creative Arts and Sports.</p>				
<p>Suggested Learning Resources Extracts from newspapers, magazines and books, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Sign Reading	15.4.1 Intensive sign reading: Poems (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 vocabulary related to the theme, b) explain why it is important to relate ideas learnt in poems to real life, c) relate ideas in poems on tourist attraction sites to real life, d) acknowledge the need to relate ideas in poems to real life. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a signed demonstration or video of tourist attraction sites in the world. • In pairs, learners are guided to fingerspell and sign vocabulary related to tourist attraction sites in the world. • Individually, learner is guided to <i>sign read or</i> read given grade appropriate on poems about tourist attraction sites (world) for enjoyment. • In groups learners are guided to discuss the meaning of the poems. • In groups, learners are guided to pick out the key ideas in the poems. 	Why is it important to relate ideas read in works of art to real life?

			<ul style="list-style-type: none"> • in groups, learners are guided to relate the ideas in the poem with real life experiences, • In groups, learners are guided to discuss the importance of relating ideas in poems to real life experiences (<i>ensure that seating arrangement allows room to access information</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem: interpretation and inference skills as learners read poems and relate the ideas in the poem to real life. • Communication and collaboration: teamwork skill when the learners discuss the meaning of poems in groups. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life Skills -Effective communication: learners discuss the meaning of the selected poems in groups. • Education for Sustainable Development: learners read given grade appropriate on tourist attraction sites (world). 				
<p>Values:</p> <p>Patriotism: learners read poems on tourist attraction sites and appreciate the role they play in the country.</p>				
<p>Links to other subjects:</p> <p>The learner is able to relate the concept of poetry learnt in English to Poetry as a genre in the Creative Arts and Sports.</p>				
<p>Suggested Learning Resources</p> <p>Poetry books, Signed audio visual recordings, Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.5 Writing	15.5.1 Emails (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 key elements of an email. b) identify signs of the key elements of an email, c) apply the elements in writing an email. d) appreciate the importance of writing emails. 	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm the components of an email. ● In groups, learners are guided to isolate key components such as email address, salutation, subject, body, recipient’s email address, cc, closing remarks, attachments and sign them. ● In pairs, learners are guided to view well-structured emails highlighting key elements such as salutations, introduction, body, content, discuss and note them down. ● Individually, learner is guided to write emails based on tourist attraction sites to peers. ● In pairs, learners are guided to exchange emails written to their friends. ● In pairs, learners are guided to identify the parts of an email in their partner’s work by underlining the elements 	<ol style="list-style-type: none"> 1. Why do we write emails? 2. What is the difference between emails and letters?

			<ul style="list-style-type: none"> • Individually, learners are guided to rework their emails to include any elements that were missing. • In groups, learners are guided to display some of the emails on the talking walls. • In groups, learners are guided to create templates that can serve as guides to different types of emails. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: teamwork skills is enhanced as they share and critique each other’s emails. • Digital Literacy: information and communication skills as learners exchange emails to their friends. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: learners read and critique others' reports. • Unity: learners work in pairs to accomplish tasks. 				
<p>Pertinent and Contemporary Issues:</p> <p>Safety and security: learners use the internet responsibly when composing and sharing emails.</p>				
<p>Links to other subjects:</p> <p>The learner is able to relate the concept of emails to communicating with technology taught in Science and Technology.</p>				
<p>Suggested Learning Resources</p> <p>Signed audio visual clip, Word cards, Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g. tablets and mobile phones, Dictionary, Internet, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, digital devices</p>				

SCORING RUBRIC

OBSERVING AND ARTICULATING SIGNS (LISTENING AND SPEAKING)

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Communication (pronunciation, intonation and audibility)	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.

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

SIGN READING (READING ALOUD) RUBRICS

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Speed <i>(number of words sign read correctly per minute)</i>	<p><i>Sign</i> reads correctly more than 90 words within 1 minute.</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</i> 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.</p>	<p><i>Sign</i> reads correctly between 45 to 89 words. Reading is sometimes is halted and the reader does not pause effectively at sentence ends and commas.</p>	<p><i>Sign</i> 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.</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><i>(intonation, mood and facial expressions)</i></p>	<p>The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text throughout. The voice varies according to</p>	<p>The voice carries appropriate inflection (rising and falling) and the tone changes to capture the mood of the text most of the time. The voice varies according to characters and</p>	<p>The voice sometimes carries appropriate inflection and the tone sometimes changes to capture the mood of the text. The voice does not vary according to</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>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>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>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

Criteria	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 use 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, 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 Vocabulary repeated and communication is difficult.</p>
Organization	<p>Exhibits an exceptionally clear sense of unity and order 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>

APPENDIX: COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design solution and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other learning areas.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution and plan how the problem will be solved. They will then do a report of the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in the society, research and brainstorm on solution, and collaborate with the members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights and privileges as citizens, giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more cohesive, peaceful and inclusive society.
- vi) **Life Skills:** Learners will develop life skills in the areas of decision making, assertiveness, effective communication, and problem solving and stress management.
- vii) **Community Development:** Learners will be sensitized with the needs or gaps in the community, and empowered to take responsibility within their means for stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> ● Environmental degradation ● Life style diseases ● Communicable and non-communicable diseases ● Poverty ● Violence in community ● Food security issues ● Conflicts in the community ● Note: ● The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality. 	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research, b) design a solutions to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) report and reflect on the concluded project, f) appreciate the need to belong to a community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on pertinent and contemporary issues in their community that need attention in groups ● choose a PCI that needs immediate attention and explain why in groups ● carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups ● discuss possible solutions to the identified issue in groups ● propose the most appropriate solution to the problem in groups ● discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc) ● develop instruments for data collection 	<ol style="list-style-type: none"> 1. How does one determine a community need? 2. Why is it necessary to make adequate preparations before embarking on a project?

		<ul style="list-style-type: none"> ● identify resources needed for the CSL project (human, technical, financial) ● discuss when the project will begin and end ● prepare a programme/timetable of the entire project execution ● Assign roles to be carried by all group members ● reflect on how the project preparation enhanced learning. 	
<p>Key Component of CSL developed:</p> <p>a) identification of a problem in the community through research, b) designing solution(s) to the identified problem, c) planning to implement the solution, d) implementing the plan to solve the problem, e) conclude, reflect, report on the project.</p>			
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project. ● Self-efficacy: Learner develops the skills of self-awareness and leadership as they undertake the CSL project. ● Creativity and Imagination: Learner will come up with creative ways of solving the identified community problem ● Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. ● Digital Literacy: Learner can use technology when as they research on a community problem that they can address. 			

- Learning to Learn: Learner gains new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.

Citizenship: This is enhanced as learner chooses a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues

- Social cohesion as learner discusses possible solutions to the identified issue.
- Critical thinking as learner discusses possible solutions to the identified issue.

Values

- Integrity as learner carries out research using digital devices and print media as they identify a community problem to address.
- Respect as learner brainstorms on pertinent and contemporary issues in their community that need attention

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community	Identifies a variety of problems in the community	Identifies a problem in the community	Fairly identifies a problem in the community	Identifies a problem in the community only with prompts
Ability to design solutions to the identified problem	Creatively designs solutions to the identified problem	Designs solutions to the identified problem	Fairly designs solutions to the identified problem	Designs solutions to the identified problem with assistance
Ability to plan to solve the identified problem	Elaborately plans to solve the identified problem	Plans to solve the identified problem	Fairly plans to solve the identified problem	Plans to solve the identified problem with assistance
Ability to implement the plan to solve the problem	Comprehensively implements the plan to solve the problem	Implements the plan to solve the problem	Fairly implements the plan to solve the problem	With assistance implements the plan to solve the problem
Ability to report on the concluded project	Exhaustively reports on the concluded project	Reports on the concluded project	Partially reports on the concluded project	With assistance reports on the concluded project