



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

KENYAN SIGN LANGUAGE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

FOREWORD

Curriculum is a tool, which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *'to develop curriculum and curriculum support materials'* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonization of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4, 5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the curriculum designs for learners with visual Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision, which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Hearing impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Hearing impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF).

The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with Hearing impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Hearing impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present an assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaptation of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum design.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

No.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5

2.	KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
Total		45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

iii) **Promote individual development and self-fulfillment**

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

iv) **Promote sound moral and religious values.**

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

v) **Promote social equality and responsibility.**

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

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

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

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

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

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

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

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

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

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

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

General Learning Outcomes

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

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

STRANDS

1. **OBSERVATION AND SIGNING**
2. **VIEWING AND INTERPRETING**
3. **GRAMMAR**
4. **PRESENTATION**

Strand	Sub strand
1.0 OBSERVATION AND SIGNING	1.1 Social Interactions (informal and formal conversations) 1.2 Storytelling and Narratives 1.3 Sign Identification and descriptions.
2.0 VIEWING AND INTERPRETING	2.1 Intensive viewing 2.1.1 Extensive viewing 2.1.2. Interpreting Messages Communication process
3.0 GRAMMAR	3.1 Nouns; Collective nouns, Abstract nouns 3.2 Adverbs: Frequency , Manner 3.3. Tense (Future tense) 3.4 KSL sentence Structure: Plurals in KSL 3.5 Prepositions

STRAND 1.0 OBSERVATION AND SIGNING

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 OBSERVATION AND SIGNING	1.1 Social Interactions (informal and formal conversations)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe informal and formal settings for effective social interaction. b) identify signs and expressions used in informal and formal interaction, c) use signs to express emotions and ideas during informal and formal interaction, d) demonstrate etiquette in formal and informal interactions in 	The learner could be guided to: <ul style="list-style-type: none"> ● discuss the different characteristics of informal and formal interaction citing examples. ● Observe signs and expressions as used in informal interactions from an electronic device such as terms related to weddings, funerals, parties, meeting strangers) ● Observe signs and expressions as used in formal interactions from an electronic device which are terms related to interview, scheduled meetings, appointments) 	<ol style="list-style-type: none"> 1. How do we begin a conversation with our friends? 2. How do we sustain a conversation with our friends? 3. Why is it important to use appropriate expressions in formal conversations?

		<p>various social contexts,</p> <p>e) respond to conversations using appropriate signs and expressions during social interactions,</p> <p>f) illustrate how to resume a conversation after an interruption during a dialogue,</p> <p>g) advocate for the use of appropriate signs and expressions in social interactions.</p>	<ul style="list-style-type: none"> ● Practice signing the vocabularies used in formal and informal interactions. ● Review in groups different responses of signs and expressions as used in informal and formal interactions for effective self-expression. ● Discuss in groups, the etiquette to be observed in social interactions (polite language, turn taking, maintaining eye contact) ● Role play with peers on how to resume a dialogue after an interruption. ● Construct KSL sentences using appropriate signs and expressions in social conversations. ● Role-play formal and informal conversations using appropriate signs and 	
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			<p>expressions. For example, signs used to; make a request, apologize, appreciate and expressions related to different emotions like; Happiness, sadness, fear, anger, surprises, enjoyment and disgust.</p> <ul style="list-style-type: none"> ● In pairs, stage a one-to-one dialogue using the signs and expressions while observing the etiquette. 	
<p>Core Competencies to be developed; Digital Literacy will be developed as the learner observes signs of words and expressions used in social conversations using electronic devices. Communication and collaboration competencies will be developed as the learners review and develop different signs and expressions used in informal and formal interactions in various social contexts.</p>				
<p>Pertinent and Contemporary Issues; Life Skills will be enhanced as the learner identifies signs for self - expression.</p>			<p>Values Respect signs for self-expression. Unity is enhanced as learners work together in groups. Love is enhanced as the learner builds positive relationships with peers, teachers, mentors, parents and others when engaging in informal and formal conversations Responsibility is developed as learners care for digital devices while watching the videos</p>	
<p>Link to other Learning Areas;</p>			<p>Community Service Learning;</p>	

Social Studies; As the learners practice how to interact appropriately with their peers.	Demonstrating the use of signs and expressions during various functions in the community.
Non-formal Activities that support learning; Participating in sports activities, celebrations during birthdays, Religious functions and funerals.	Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
Suggested Resources; Video clips, projector, smart phones, laptops, desktops, Learner’s interactive materials, KSL DVD’s	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify signs and expressions used in informal and in formal conversations.	The Learner: Identifies and demonstrates signs and expressions used in informal and in formal conversations.	The Learner: Identifies signs and expressions used in informal and in formal conversations.	The Learner: Identifies some of the signs and expressions used in informal and in formal conversations.	The Learner: Has challenges identifying signs and expressions used in informal and in formal conversations.
Learner to analyse appropriate signs and expressions in social interactions.	Analyses appropriate signs and expressions in social interactions and assists peers.	Analyses appropriate signs and expressions in social interactions.	Analyses some signs and expressions in social interactions.	Has difficulties analysing appropriate signs and expressions in social interactions.

Demonstrate informal and formal interactions in various social contexts.	Demonstrates informal and formal interactions in various social contexts and assists peers.	Demonstrates informal and formal interactions in various social contexts.	Attempts to demonstrate informal and formal interactions in various social contexts.	With assistance, attempts demonstrate informal and formal interactions in various social contexts.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 OBSERVING AND SIGNING	1.2 Storytelling and Narratives	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the theme in a signed narrative or story b) describe the characters as portrayed in the narrative, c) narrate stories from various illustrations or pictures d) predict possible subsequent events of an incomplete pictorial passage or signed video, e) reflect on the use of characters in narratives or stories for effective communication. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe videos or pictorial passages, in groups, and identify the themes. For example, <i>Themes involving; Human Rights, cultural events, Transport, relationships (age appropriate).</i> ● Discuss in groups, the characters observed in the narrative. ● In pairs, practice signing the vocabularies used in the narrative. 	<ol style="list-style-type: none"> 1. Why are themes important in a signed narrative or pictorial passage? 2. How do we identify characters in a narrative? 3. How do we make predictions?

			<ul style="list-style-type: none"> ● Discuss with peers the moral lessons learnt from the signed story. ● Practice with peers the vocabularies learnt from the viewed signed story or pictorial passage. ● Construct KSL sentences using the vocabularies acquired signed story or pictorial passage. ● Present to peers an imaginative fictitious story on any of the above themes. ● Share narratives or signed stories with friends and siblings during conversations. 	
<p>Core Competencies to be developed; Communication and collaboration competencies are enhanced as learners discuss in groups the expressive skills used in narratives. Digital literacy is developed as learners observe material content and record the learnt expressive skills using digital devices.</p>				
<p>Pertinent and Contemporary Issues;</p>			<p>Values; Respect oneself using the skills learnt from the narrative.</p>	

Effective communication is promoted as the learner expresses oneself using the skills learnt from the narrative.	Responsibility is developed as the learner uses and takes care of digital devices. Unity is enhanced as learners work together in groups.
Link to other Learning Areas; English as learners get exposed to narratives of various themes	Community Service Learning; Observing and signing narratives from parents and the members of the society.
Non-formal Activities that support learning; Story telling sessions during leisure time.	Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
Suggested Resources; Video clips, video camera, smartphones, Learner’s interactive materials, KSL DVD’s.	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the theme in a signed narrative.	The Learner: Identifies the theme in a signed narrative, and is able to relate to the message in the narrative.	The Learner: Identifies the theme in a signed narrative.	The Learner: Identifies the theme in a signed narrative, with guidance.	The Learner: Has difficulties identifying the theme in a signed narrative.
Describe the characters as portrayed in the narrative (signed story or video/pictorial passages).	Describes the characters and their roles as portrayed in the narrative (signed story or video/pictorial passages).	Describes the characters as portrayed in the narrative (signed story or video/pictorial passages).	Describes most of the characters as portrayed in the narrative (signed story or video/pictorial passages).	Describes some of the characters as portrayed in the narrative (signed story or video/pictorial passages).
Narrate stories from various illustrations.	Narrates stories from various illustrations with correct non-manual markers.	Narrates stories from various illustrations.	Narrates some stories from various illustrations.	Narrates stories from various illustrations with assistance.

Predict possible Subsequent events of an incomplete pictorial passage or video.	Predicts possible Subsequent events of an incomplete pictorial passage or video and assists peers.	Predicts possible Subsequent events of an incomplete pictorial passage or video.	Predicts possible Subsequent events of an incomplete pictorial passage or video without coherence.	With assistance, predicts possible Subsequent events of an incomplete pictorial passage or video.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 OBSERVING AND SIGNING	1.3 Sign Identification and descriptions.	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) describe signs of words using the elements of a sign for clarity; b) demonstrate the expressions used to enhance effective communication, c) demonstrate the expressive skills used in a narrative d) apply the expressive skills used in the narrative, e) appreciate the use of non-manual features when presenting information. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe in groups, signed videos or pictorial passages on gender and violence noting the elements of a sign. For example, handshapes, orientation, place of articulation and movement. ● Discuss how the elements of a sign bring clarity to the message conveyed. ● Demonstrate with peers the appropriate use of facial expressions, non-manual markers and body language in communication. 	<ol style="list-style-type: none"> 1. Why are the elements of a sign important in signing? 2. Why are some signs accompanied with non-manual features?

			<ul style="list-style-type: none"> ● Practice with peers the vocabularies learnt from the viewed content(s). ● Construct KSL sentences using the vocabularies acquired. ● Practice the use of the expressive skills when communicating and record using digital devices. 	
<p>Core Competencies to be developed; Self-efficacy is enhanced as the learner develops confidence in the use of signs. Communication and collaboration are enhanced as the learner works in groups when practicing signs acquired.</p>				
<p>Pertinent and Contemporary Issues; Mentorship and peer Education is developed as the learner acquires skills from peers when using the signs acquired. Effective communication as learners uses facial expressions and body language in communication.</p>			<p>Values; Respect peers when using the signs acquired. Unity is developed as learners share ideas in groups on how to use facial expressions when signing. Responsibility is enhanced as learners take care of digital devices.</p>	
<p>Link to other Learning Areas; English as learners acquire vocabularies as they identify the signs.</p>			<p>Community Service Learning; Presenting narratives to friends and siblings using acquired signs.</p>	

<p>Non-formal Activities that support learning; Present narratives and public presentation during clubs, societies and school functions.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
<p>Suggested Resources; Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the elements of a sign for clarity.	The Learner: Identifies and demonstrates the elements of a sign for clarity.	The Learner: Identifies the elements of a sign for clarity.	The Learner: Identifies some of the elements of a sign for clarity.	The Learner: Identifies few of the elements of a sign for clarity with assistance.
Demonstrate the expressions used to enhance effective communication.	Demonstrates and explains expressions used to enhance effective communication.	Demonstrates the expressions used to enhance effective communication.	Demonstrates some of the expressions used to enhance effective communication.	With guidance, demonstrates the expressions used to enhance effective communication.
Demonstrate the expressive skills used in a narrative.	Demonstrates and explains the expressive skills used in a narrative.	Demonstrates the expressive skills used in a narrative.	Demonstrates some of the expressive skills used in a narrative.	Demonstrates the expressive skills used in a narrative with assistance.
Apply the expressive skills used in the narrative.	Applies the expressive skills used in the narrative and supports peers.	Applies the expressive skills used in the narrative.	Applies some of the expressive skills used in the narrative.	With guidance applies the expressive skills used in the narrative.

STRAND 2.0 VIEWING AND INTERPRETING

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 VIEWING AND INTERPRETING	2.1 Intensive viewing	By the end of the sub strand, the learner should be able to; a) identify the theme from a pictorial passage, b) decode the meaning of the signs noted from the signed pictorial passage or video clip, c) paraphrase simple signed messages for comprehension, d) sequence the information/message as portrayed in the pictorial passage, e) demonstrate concentration skills when viewing a content for effective communication,	The learner could be guided to: <ul style="list-style-type: none"> ● View in groups, video clips showing agricultural activities from digital devices. ● Brainstorm possible themes that can be suitable for the pictorial passage/video. ● Discuss in groups, the meaning of signs of vocabularies as used in their context. ● Organize the content viewed in a logical sequence for comprehension. ● Arrange with peers, pieces of pictorial passages to logically and chronologically portray information. (Emphasis on skimming skills) 	<ol style="list-style-type: none"> 1. How do we identify themes in pictorial presentations or videos? 2. How can you capture relevant information effectively?

		<p>f) predict possible scenarios to complete a suspended story,</p> <p>g) acknowledge the importance of intensive viewing skills in developing receptive skills in a signed passage.</p>	<ul style="list-style-type: none"> ● Practice with peers the vocabularies learnt from the viewed content(s). ● Construct KSL sentences using the vocabularies acquired. ● Discuss in groups how to narrate a captivating story from a series of pictorial passages provided. ● Discuss in pairs how to conclude a suspended piece of a story. ● Practice intensive viewing skills during leisure time such as skimming through Educational media contents. 	
<p>Core Competencies to be developed;</p> <p>Learning to Learn is enhanced as the learner views and interprets the content from pictorial passages and/or video clips.</p> <p>Self – Efficacy is developed as the learners narrate a captivating story from a series of pictorial passages.</p>				
<p>Pertinent and Contemporary Issues;</p> <p>Effective Communication is enhanced as the learner uses the acquired vocabularies in different contexts.</p> <p>Citizenship: Social Cohesion is promoted as the learner shares information viewed from the pictorial passages.</p>			<p>Values; Respect is enhanced as the learner acquired vocabularies in different contexts.</p> <p>Respect is enhanced as the learner accommodates the opinion of one another as they view and discuss together.</p> <p>Responsibility as the learner takes care of the materials used in learning.</p>	

<p>Link to other Learning Areas;</p> <p>Agriculture as the learner enhances his or her vocabularies on agriculture.</p> <p>English when the learner narrates stories to peers using appropriate language.</p>	<p>Community Service Learning;</p> <p>Practicing the use of signs acquired with friends and family members.</p>
<p>Non-formal Activities that support learning;</p> <p>Narrates captivating story from pictorial series during clubs and societies.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
<p>Suggested Resources;</p> <p>Video clips, smart phones, laptops, desktops, Learner’s interactive materials, KSL DVD’s.</p>	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the theme from a pictorial passage.	The Learner: Identifies and describes the theme from a pictorial passage and guides peers.	The Learner: Identifies the theme from a pictorial passage.	The Learner: Identifies part of the theme from a pictorial passage.	The Learner: Has difficulties in identifying the theme from a pictorial passage.
Decode the meaning of the signs noted from the pictorial passage or video clip.	Decodes the meaning of the signs noted from the pictorial passage or video clip and gives more similar examples.	Decodes the meaning of the signs noted from the pictorial passage or video clip.	Decodes part of the meaning of the signs noted from the pictorial passage or video clip.	With assistance, decodes the meaning of the signs noted from the pictorial passage or video clip.
Demonstrate concentration skills when viewing a	Explains and demonstrates concentration skills when viewing a content for effective communication.	Demonstrates concentration skills when viewing a content	Demonstrates some concentration skills when viewing a content for effective communication.	Demonstrates concentration skills when viewing a content with guidance.

content for effective communication.		for effective communication.		
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 VIEWING AND INTERPRETING	2.2 Extensive viewing;	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) identify sources of information for extensive viewing, b) select critical pieces of information from a range of signed pictorial passage and/or video, c) Apply concentration skills when viewing a content for comprehension, d) evaluate a content through skimming pictorial passages, signed video or a conversation of two people, e) appreciate the skill of extensive viewing for decoding information and improving receptive skills. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe media materials using video, smartphone or online media (career and professions) ● Gather relevant pieces of information by viewing a range of digital content or a conversation between two people (using signs and expressions, lip reading, body language and facial expressions) ● practice with peers the vocabularies learnt from the viewed content(s). ● make a summary of a signed pictorial passage ● Construct KSL sentences using the vocabularies acquired. 	<p>How do we select information from pictorial or video presentations?</p>

			<ul style="list-style-type: none"> ● View short and long contents on Health and Safety (grade appropriate language) and report the information obtained. ● Practice scanning through media contents/a pictorial passage/video for information. ● Practice extensive viewing and interpretation for enjoyment. 	
<p>Core Competencies to be developed; Digital literacy is enhanced as the learner views and uses digital devices and materials. Learning to Learn is promoted as the learner scans pictorial passages to gather information.</p>				
<p>Pertinent and Contemporary Issues; Effective communication is enhanced as the learner acquires viewing skills for comprehension of conversations and pieces of information. Self-management Skills is enhanced as the learner develops viewing skills for self - expression.</p>			<p>Values; Respect for comprehension of conversations and pieces of information. Integrity is enhanced as the learner acquires vast and extensive viewing skills without prejudice and biases.</p>	
<p>Link to other Learning Areas; Life skills as the learner develops a better understanding of materials, he/she is exposed to in everyday life.</p>			<p>Community Service Learning; Practice extensive viewing of education programmes at home in order to get a range of information and vocabulary.</p>	
<p>Non-formal Activities that support learning; Watching drama, educational TV programmes and movies with peers.</p>			<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation. ● Interviews. ● Peer assessment. ● Signed tests. 	
<p>Suggested Resources; Video clips, video camera, smartphone, Learner’s interactive materials, KSL DVD’s.</p>				

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Select pieces of information from a range of pictorial passages and/or videos.	The Learner: Selects pieces of information from a range of pictorial passages and/or videos, and is able to give a summary.	The Learner: Selects pieces of information from a range of pictorial passages and/or videos.	The Learner: Selects pieces of information from a range of pictorial passages and/or videos, leaving out some important information.	The Learner: Selects very few pieces of information from a range of pictorial passages and/or video with guidance.
Apply concentration skills when viewing a content for comprehension	Applies concentration skills when viewing a content for comprehension, and presents the information with clarity.	Applies concentration skills when viewing a content for comprehension	Applies concentration skills when viewing a content for comprehension, with little distraction.	Applies concentration skills when viewing a content for comprehension, with frequent prompts.
Evaluate a content through skimming pictorial passages, video or a conversation of two people.	Evaluates content through skimming pictorial passages, video or a conversation of two people and guide peers.	Evaluates a content through skimming pictorial passages, video or a conversation of two people.	Describes content through skimming pictorial passages, video or a conversation of two people.	Mentions a content through skimming pictorial passages, video or a conversation of two people with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 VIEWING AND INTERPRETING	2.3 Interpreting Messages Communication process	By the end of the sub strand, the learner should be able to; a) describe the process of communication, b) describe manual and non-manual cues used in communication; c) analyse the signs and expressions used in a given context, d) validate information presented in a range of settings, e) reflect on the importance of using verbal and non-verbal aspects in communication for effective interpretation of messages.	The learner could be guided to: <ul style="list-style-type: none"> ● Discuss in groups, the process of communication used in day-to-day life. ● In pairs, engage in staging a simple class activity to show the elements of communication (The sender/encoder, the channel and the Receiver/Decoder). ● Discuss the feedback process and the change of the roles of the characters. (emphasis on; encoding and decoding for effective communication) ● Discuss the meaning of vocabularies in the context in which they are used. ● Discuss in groups, the signs and expressions used in a media content (Verbal, Non 	Why do we maintain eye-contact when communicating?

			<p>- verbal; body language, facial expressions, eye contact among others).</p> <ul style="list-style-type: none"> ● Take turns in practicing receptive skills for decoding key information in a range of settings ● Construct sentences using the acquired vocabularies. 	
<p>Core Competencies to be developed; Critical Thinking and problem solving is enhanced as the learner analyses the messages when communicating to another. Communication and collaboration are promoted as the learners perform activities together involving formal and informal interaction. Learning to learn as the learner reflects on use of body language in communication and use it in group engagements.</p>				
<p>Pertinent and Contemporary Issues; Effective communication is enhanced as the learner communicates with one another without distortion of messages. Analytical thinking is enhanced as the learner develops comprehension and gives appropriate responses.</p>			<p>Values; Respect one another without distortion of messages. Respect is enhanced as the learner accommodates each other's opinion when working together.</p>	
<p>Link to other Learning Areas; English as the learner develops language competency for responding to questions in different contexts.</p>			<p>Community Service Learning; Practice giving good responses to friends, family members and in the general public.</p>	
<p>Non-formal Activities that support learning; Performing drama activities in clubs and societies as they observe the elements of communication.</p>			<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Interviews ● Peer assessment ● Signed tests 	
<p>Suggested Resources; Video clips, video recorder, smartphone, Learner's interactive materials, KSL DVD's</p>				

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Describe the process of communication	The Learner: Describes and demonstrates the process of communication	The Learner: Describes the process of communication	The Learner: Describes some of the elements making up the process of communication	The Learner: Describes some of the elements making up the process of communication with guidance.
Describe the signs and expressions used when responding to questions in their context	Describes and demonstrates the signs and expressions used when responding to questions in their context	Describes the signs and expressions used when responding to questions in their context	Describes some of the signs and expressions used when responding to questions in their context	Describes few signs and expressions used when responding to questions in their context with assistance
Analyse the signs and expressions used in a given context	Analyses and presents the signs and expressions used in a given context	Analyses the signs and expressions used in a given context	Analyses some of the signs and expressions used in a given context	Explains some of the signs and expressions used in a given context with assistance.
Validate information presented in a range of settings	Validates and explains information presented in a range of settings	Validates information presented in a range of settings	Validates some pieces of the information presented in a range of settings	Gets assistance in validating information presented in a range of settings

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 GRAMMAR	3.1 Nouns; Collective nouns Abstract nouns	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) define a collective noun as used in KSL, b) identify signs of collective nouns as used in a pictorial passage or signed video, c) analyse the collective nouns as used in a pictorial passage and/or signed video, d) identify signs used for abstract nouns in sentences; e) construct sentences using the collective and abstract nouns for effective communication; f) appreciate the use of collective and abstract nouns for effective communication. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe a signed video from the internet or video and identify collective nouns. ● Discuss in groups, the meaning of collective nouns as used in the pictorial passage/ signed video. ● Identify and discuss collective nouns within the locality. ● Observe a video from the internet or video on signs and expressions of abstract and collective nouns. ● Discuss in groups, the meaning of abstract nouns as used in the pictorial passage/ signed video. ● Identify and discuss abstract nouns as used in a pictorial passage/video ● In groups, practice the signs of some abstract nouns ● Make KSL sentences using collective and abstract nouns. ● Practice the various signs of collective and abstract nouns as 	<ol style="list-style-type: none"> 1. How do we sign a group of people? 2. How do we express abstract nouns?

			<p>used in a pictorial passage or video.</p> <ul style="list-style-type: none"> ● Practice signing collective nouns within the locality. ● Make pictures representing the collective nouns for display on classroom walls. (A forest of Trees, a crowd of people, an army of ants, a class of learners). The pictures (symbols) can have a simple message showing love, conservation and economic activity in the locality. 	
<p>Core Competencies to be developed; Communication and collaboration as learners work together in groups Self-Efficacy is promoted as the learner uses various collective nouns for effective communication.</p>				
<p>Pertinent and Contemporary Issues; Safety Issues; School environment is enhanced as the learner becomes more aware of his/her surroundings. Animal welfare issues in Education are enhanced as the learner identifies various classification of animals as collective nouns.</p>			<p>Values; Respect learner awareness of his/her surroundings. Unity is enhanced as the learner works together in groups.</p>	
<p>Link to other Learning Areas; English as the learner uses words/terms representing collective and abstract nouns.</p>			<p>Community Service Learning; Practicing of signing collective and abstract nouns within the locality.</p>	
<p>Non-formal Activities that support learning; Performing songs involving reference to collective and abstract nouns in clubs and societies.</p>			<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests 	
<p>Suggested Resources; Video clips, smartphones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify collective nouns as used in a pictorial passage or video.	The Learner: Identifies and explains the signs of collective nouns as used in a pictorial passage or video.	The Learner: Identifies signs of collective nouns as used in a pictorial passage or video.	The Learner: Identifies most of the signs of collective nouns as used in a pictorial passage or video.	The Learner: Identifies few signs of collective nouns as used in a pictorial passage or video with guidance.
Analyse the collective nouns as used in a pictorial passage and/or video.	Analyses and evaluates the collective nouns as used in a pictorial passage and/or video.	Analyses the collective nouns as used in a pictorial passage and/or video.	Explains some of the collective nouns as used in a pictorial passage and/or video.	Mentions some of the collective nouns as used in a pictorial passage and/or video with assistance.
Sign collective nouns as used in KSL structure.	Signs and explains collective nouns as used in KSL structure.	Signs collective nouns as used in KSL structure.	Signs some of the collective nouns as used in KSL structure.	Signs some of the collective nouns as used in KSL structure with assistance.
Construct sentences using the collective and abstract nouns.	Constructs sentences using the collective and abstract nouns with correct facial expressions.	Construct sentences using the collective and abstract nouns.	Constructs some sentences using the collective and abstract nouns.	Constructs few sentences using the collective and abstract nouns with assistance.

STRAND 3.0 GRAMMAR

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 GRAMMAR	3.2 Adverbs ❖ Frequency ❖ Manner	By the end of the sub strand, the learner should be able to; a) identify the signs of adverbs of frequency and manner as	The learner could be guided to: ● Discuss in groups, the various examples of adverbs of frequency and manner as	1. How do we identify different adverbs from a sentence?

		<p>presented in a pictorial passage/video,</p> <p>b) use the signs of the adverbs learnt in constructing KSL sentences.</p> <p>c) appreciate the use of adverbs in communication.</p>	<p>viewed from a pictorial passage or video (on Sports, drama festivals)</p> <ul style="list-style-type: none"> ● Identify and classify the adverbs into; adverbs of Frequency (daily, always, never, sometimes) and manner (Slow, fast, quick...) ● Practice signing different adverbs as viewed from a pictorial passage or video. ● Construct KSL sentences using adverbs of frequency and manner, ● Practice signing sentences using adverbs of frequency and manner. ● Record using video camera or smartphone the signed sentences involving adverbs and their placement in KSL sentences. 	<p>2. How do we use adverbs in a sentence?</p>
<p>Core Competencies to be developed; Communication and collaboration as learners work together in groups.</p>				

Self-Efficacy is promoted as the learner uses various adverbs for effective communication.	
Pertinent and Contemporary Issues; Safety Issues; is enhanced as the learner becomes more aware of the intensity of actions that can be of risk or safety.	Values; Respect learners working together in groups. Unity is enhanced as the learners work together in groups.
Link to other Learning Areas; English as the learner uses adverbs in various contexts.	Community Service Learning; Practicing signing different adverbs when expressing themselves with parents, guardians, house parents and friends.
Non-formal Activities that support learning; Performing songs involving use of adverbs when conducting activities during clubs and societies.	Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed tests.
Suggested Resources; Video clips, smartphones, laptops, video camera, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the signs of adverbs as presented in a pictorial passage/video.	The Learner: Identifies and explains the signs of adverbs as presented in a pictorial passage/video.	The Learner: Identifies the signs of adverbs as presented in a pictorial passage/video.	The Learner: Identifies most of the signs of adverbs as presented in a pictorial passage/video.	Identifies some signs of adverbs as presented in a pictorial passage/video with guidance.

Identify various signs of adverbs of frequency.	Identifies and explains various signs of adverbs of frequency.	Identifies various signs of adverbs of frequency.	Identifies some signs of adverbs of frequency.	Identifies some signs of adverbs of frequency with assistance.
Identifies various signs of adverbs of manner.	Identifies and explains various signs of adverbs of manner.	Identifies various signs of adverbs of manner.	Identifies some signs of adverbs of frequency.	Identifies a few signs of adverbs of frequency with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 GRAMMA R	3.3 Tense (Future tense)	By the end of the sub strand, the learner should be able to; a) identify the signs used to denote future tense from a pictorial passage/signed video, b) demonstrate the signs of various markers used to represent future tense, c) construct KSL sentences using appropriate markers denoting the future tense , d) acknowledge the use of future tense to convey messages in everyday life.	The learner could be guided to: <ul style="list-style-type: none"> ● Review the signs used to denote present tense in KSL. ● Observe a pictorial passage/video showing the use of future tense (Theme; Career and occupational related activities, Trade related activities,) ● Discuss in groups, the signs for various terms used to denote future tense (Sign of; tomorrow, next, future, later). ● Practice signing sentences using correct signs denoting the future tense. 	How is future tense signed in KSL?
Core Competencies to be developed;				

<p>Non-formal Activities that support learning; Learners express themselves during clubs, societies and other school functions/assemblies as they plan to execute their plans/schedules.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
<p>Suggested Resources; Video clips, smartphones, laptops, electronic devices, Learner’s interactive materials, KSL DVD’s</p>	
<p>Self-efficacy as the learner develops confidence in expressing oneself in future tense. Communication and collaboration as the learner practices signing sentences using the future tense.</p>	
<p>Pertinent and Contemporary Issues; Effective communication as the learner demonstrates the use of signs to represent future tense.</p>	<p>Values; Respect learners using signs to represent future tense. Unity is promoted as the learner engages peers in group discussions.</p>
<p>Link to other Learning Areas; English as the learner acquires expressions used to represent future tense.</p>	<p>Community Service Learning; Practicing conversations with friends, family members and the community using future tense.</p>

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the signs used to denote future tense from a pictorial passage/video.	The Learner: Identifies and explains the signs used to denote future	The Learner: Identifies the signs used to denote future tense	The Learner: Identifies most of the signs used to denote future tense	The Learner: Identifies some for the signs used to denote future tense

	tense from a pictorial passage/video.	from a pictorial passage/video.	from a pictorial passage/video.	from a pictorial passage/video.
Demonstrate the signs for various terms used to represent future tense.	Demonstrates and explains the signs for various terms used to represent future tense.	Demonstrates the signs for various terms used to represent future tense.	Demonstrates most of the signs for various terms used to represent future tense.	Demonstrates some of the signs for various terms used to represent future tense.
Construct sentences using the future tense.	Constructs and describes sentences using the future tense.	Constructs sentences using the future tense.	Constructs most of the sentences using the future tense.	Constructs some of the sentences using the future tense.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 GRAMMAR	3.4 ❖ KSL sentence Structure ❖ Plurals in KSL	By the end of the sub strand, the learner should be able to; a) describe the complex sentence structure as used in KSL, b) explain the different modes of indicating plurals in KSL, c) sign markers used in the different modes of indicating plurals in KSL,	The learner could be guided to: <ul style="list-style-type: none"> ● Discuss in groups, the different KSL sentences previously learnt. ● Discuss in groups the structure of KSL complex sentences (dependent and independent variables, conjunctions) ● Discuss in groups, the different modes of indicating plurals in KSL (Target number, double articulation, duplication, many, a lot, much...). ● Practice signing of markers used to indicate the plurals in appropriate KSL structure. 	1. How do we connect different sentences in KSL? 2. How do we sign plurals in KSL?

		<p>d) construct sentences using different modes of indicating plurals in KSL,</p> <p>e) appreciate the use of KSL plurals in communication.</p>	<ul style="list-style-type: none"> ● Practice constructing sentences using different modes of indicating plurals in KSL. ● Record signing of complex sentences involving plurals as used in KSL using a digital device. 	
<p>Core Competencies to be developed;</p> <p>Self-efficacy is developed as the learners sign the plurals and use them in their daily conversations.</p> <p>Learning to learn is enhanced as the learners apply the KSL plurals in other similar contexts.</p>				
<p>Pertinent and Contemporary Issues;</p> <p>Effective communication is promoted as the learners practice signing of terms used to indicate the plurals in KSL.</p>		<p>Values; Respect learners who practice signing in KSL.</p> <p>Responsibility is promoted as the learner manipulates the digital devices when signing and recording.</p>		
<p>Link to other Learning Areas;</p> <p>English as the learner acquire the concept of plurals</p> <p>Mathematics as the learner quantifies substances.</p>		<p>Community Service Learning;</p> <p>Practice signing KSL sentence structures using the terms used to indicate the plurals in KSL when communicating with friends and parents at home.</p>		
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> ● Practice signing sentences using KSL structures and terms used to indicate the plurals in KSL when carrying out various activities in school such as games and sports. 		<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed tests. 		
<p>Suggested Resources;</p> <p>Video clips, smartphones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s</p>				

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain the different modes of indicating plurals in KSL.	The Learner: Explains and demonstrates the different modes of indicating plurals in KSL.	The Learner: Explains the different modes of indicating plurals in KSL.	The Learner: Explains most of the modes of indicating plurals in KSL.	The Learner: Explains some of the different modes of indicating plurals in KSL with assistance.
Sign terms used in the different modes of indicating plurals in KSL.	Signs and explains terms used in the different modes of indicating plurals in KSL.	Signs terms used in the different modes of indicating plurals in KSL.	Signs most of the terms used in the different modes of indicating plurals in KSL.	Signs some of the terms used in the different modes of indicating plurals in KSL with guidance.
Construct sentences using different modes of indicating plurals in KSL.	Constructs and describes sentences using different modes of indicating plurals in KSL.	Constructs sentences using different modes of indicating plurals in KSL.	Constructs most sentences using different modes of indicating plurals in KSL.	Constructs some sentences using different modes of indicating plurals in KSL.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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3.0 GRAMMAR	3.5 Prepositions	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) identify signs of prepositions as used in KSL and as shown in a pictorial passage/signed video, b) explain the use of prepositions in communication. c) demonstrate how prepositions are used in communication, d) Apply pronominalization in a KSL sentence, e) appreciate the use of prepositions in communication in day-to-day life. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe in a group, pictorial passage/signed video clips showing how prepositions in KSL are used (theme; Transport related issues) ● Discuss in a group, the use of prepositions in communication. ● Practice in groups, the use of prepositions in communication and present in plenary. ● Discuss and practice the use of pronominalization in conversation with peers. ● Record using a digital device a conversation emphasizing the use of prepositions in KSL. 	<p>How do we use prepositions in KSL?</p>
<p>Core Competencies to be developed; Learning to learn is developed as the learners use prepositions in other contexts. Communication and collaboration as learners practice in groups, the use of prepositions in communication and present in plenary.</p>				

<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> ● Effective communication as learners practice the use of prepositions in communication and present in plenary. 	<p>Values; Respect learners using prepositions in communication and present in plenary. Love is developed as the learners share ideas in the use of prepositions in KSL.</p>
<p>Link to other Learning Areas; English as the learner acquires skills in the use of prepositions</p>	<p>Community Service Learning; Practice use of prepositions when communicating with the general public</p>
<p>Non-formal Activities that support learning; Performing public presentations during school functions.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
<p>Suggested Resources; Video clips, smartphones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
<p>Identify prepositions as used in KSL and as shown in a pictorial passage/video.</p>	<p>The Learner: Identifies and demonstrates prepositions as used in KSL and as shown in a pictorial passage/video.</p>	<p>The Learner: Identifies prepositions as used in KSL and as shown in a pictorial passage/video.</p>	<p>The Learner: Identifies some prepositions as used in KSL and as shown in a pictorial passage/video.</p>	<p>The Learner: Identifies few prepositions as used in KSL and as shown in a pictorial passage/video with prompt.</p>
<p>Explain the use of prepositions in communication.</p>	<p>Explains and demonstrates the use of prepositions in communication.</p>	<p>Explains the use of prepositions in communication.</p>	<p>Explains some of the uses of prepositions in communication.</p>	<p>Explains some of the uses of prepositions in</p>

				communication with assistance
Demonstrate how prepositions are used in communication.	Demonstrates how prepositions are used in communication and assists peers.	Demonstrates how prepositions are used in communication.	Demonstrates how some prepositions are used in communication.	Identifies few prepositions used in communication with assistance

STRAND 4.0 PRESENTATION

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 PRESENTATION	4.1 Story telling	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) identify the skills of narrating a creative story, b) identify the moral values in given signed pictorial stories; c) identify the characters as portrayed in a given signed pictorial story, 	The learner could be guided to: <ul style="list-style-type: none"> ● Discuss in groups, the skills used to narrate a story from a pictorial passage or video. (moral stories with valuable lessons on various themes) ● Present to peers the moral lessons learnt from a given story. ● Practice signing the vocabularies noted in the story. ● Discuss in groups, the characters as presented in the story. 	How do we narrate stories?

		<p>d) narrate short and long imaginative stories using the techniques/skills acquired,</p> <p>e) reflect on the skills of narrating moral stories for teaching and learning.</p>	<ul style="list-style-type: none"> ● Sign in groups, short and long stories with moral lessons using the skills learnt. ● Record using digital devices stories from various sources
<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> ● Communication and collaboration is promoted as the learners discuss in groups, the skills used to narrate a story from a pictorial passage or video. ● Learning to learn is enhanced as the learner narrates and records stories from various sources. 			
<p>Pertinent and Contemporary Issues;</p> <p>Effective communication is promoted as the learner acquires the skills used to narrate a story.</p>		<p>Values; Respect learner acquired skills of storytelling.</p> <p>Unity is enhanced as the learners work together in groups.</p>	
<p>Link to other Learning Areas;</p> <p>English as the learner acquires the skills of storytelling</p>		<p>Community Service Learning;</p> <p>Practicing storytelling to siblings, parents and guardians</p>	
<p>Non-formal Activities that support learning;</p> <p>Performing story-telling during school breaks, school functions for enjoyment</p>		<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests 	
<p>Suggested Resources;</p> <p>Video clips, smartphones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>			

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the skills of narrating a story.	The Learner: Identifies and demonstrates the skills of narrating a story.	The Learner: Identifies the skills of narrating a story.	The Learner: Identifies most of the skills of narrating a story.	The Learner: Identifies some of the skills of narrating a story.
Extract the message relayed in a given story.	Extracts and explains the message relayed in a given story.	Extracts the message relayed in a given story.	Extracts the message relayed in a given story with assistance.	Extract part of the message relayed in a given story with assistance.
Identify the characters as portrayed in a given story.	Identifies and describes the characters as portrayed in a given story.	Identifies the characters as portrayed in a given story.	Identifies some of the characters as portrayed in a given story.	Identifies some of the characters as portrayed in a given story with assistance.
Narrate short and long imaginative stories using the techniques/skills acquired.	Narrates short and long imaginative stories using the techniques/skills acquired and assists peers.	Narrates short and long imaginative stories using the techniques/skills acquired.	Narrates short imaginative stories using the techniques/skills acquired.	Narrates short imaginative stories using the techniques/skills acquired with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>4.0 PRESENT ATION</p>	<p>4.2 Debate</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the vocabulary and procedures used in a debate, b) explain how debates are conducted from the video clip, c) conduct a debate on themes of own choice, d) acknowledge the use of debate in improving language competency. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe in groups, a video clip of a debate from a digital device (National cohesion) ● Discuss in groups, the signs used during the proceedings of the debate. ● Organize debates on themes of own choice with emphasis on style, speed, clarity and fluency. ● Record a 15-minute debate using a digital device. 	<p>How can debate be used to improve language?</p>
<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as learners organize and debate on themes of own choice. ● Self-efficacy as learners assertively expresses his/her ideas during debates. 				
<p>Pertinent and Contemporary Issues;</p> <p>Analytical thinking skills; critical thinking skills as learners present their ideas during debates on different themes.</p>			<p>Values; Respect learner ideas during debates on different themes.</p> <p>Respect as learners accommodate different opposing opinions during debates.</p>	
<p>Link to other Learning Areas;</p> <p>English as the learner acquires skills of communication.</p>			<p>Community Service Learning;</p> <p>Participating in debates with friends and family members.</p>	

<p>Non-formal Activities that support learning; Conducting debating clubs outside class.</p>	<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
<p>Suggested Resources; Video clips, smart phones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain how debates are conducted from the video clip.	The Learner: Explains how debates are conducted from the video clip and guides peers.	The Learner: Explains how debates are conducted from the video clip.	The Learner: Explains how debates are conducted from the video clip with prompts.	The Learner: Has challenges explaining how debates are conducted from the video clip.
Identify the terms and procedures used in a debate.	Identifies and explains the terms and procedures used in a debate.	Identifies the terms and procedures used in a debate.	Identifies most of the terms and procedures used in a debate.	Identifies some of the terms and procedures used in a debate.
Conduct a debate on themes of own choice.	Conducts a debate on themes of own choice by leading peers.	Conducts a debate on themes of own choice.	Conducts a debate on themes of own choice with guidance.	Assisted to participate in a debate on themes of own choice.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 PRESENTATION	4.3 Songs and dances	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify different types of songs as presented in a video, b) explain the occasions when the songs are performed, c) relate the moral teachings obtained from the songs. d) sign sing different songs for different occasions, e) enjoy singing different songs from different cultural settings. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● Observe different songs from a presented video, (Folk songs, patriotic songs, sacred songs, love songs) ● Discuss in groups, the songs sung during different occasions. ● Discuss the significance and the lessons learnt from the songs. ● Practice sign singing different songs for different occasions. ● Record using digital devices as the learners sign sing the different songs from different cultural settings. 	<ol style="list-style-type: none"> 1. How do we identify different types of songs? 2. Why are songs performed differently?
<p>Core Competencies to be developed; Creativity and innovation is enhanced as learners sign sing songs from different cultures.</p>				

Self-efficacy is enhanced as the learners sing the songs for enjoyment.	
Pertinent and Contemporary Issues; Social cohesion is enhanced as learners sing songs from different cultures.	Values; Respect learner singing songs from different cultures. Patriotism is promoted as learners sing songs that convey messages of peace and harmony.
Link to other Learning Areas; Music as learners sign sing different songs	Community Service Learning; Performing various cultural or religious songs in the community.
Non-formal Activities that support learning; Sign singing songs during play time and in clubs and societies.	Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation. ● Peer assessment. ● Signed tests.
Suggested Resources; Video clips, smartphones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.	

Pertinent and Contemporary Issues; Analytical thinking skills; critical thinking skills as learners present their ideas during debates on different themes.	Values; Respect learner ideas during debates on different themes. Respect as learners accommodate different opposing opinions during debates.
Link to other Learning Areas; English as the learner acquires skills of communication.	Community Service Learning; Participating in debates with friends and family members.
Non-formal Activities that support learning;	Suggested modes of Assessment;

Conducting debating clubs outside class.	<ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed tests
Suggested Resources; Video clips, smart phones, laptops, desktops, electronic devices, Learner’s interactive materials, KSL DVD’s.	

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify different types of songs as presented in a video.	The Learner: Identifies different types of songs as presented in a video and assists peers.	The Learner: Identifies different types of songs as presented in a video.	The Learner: Identifies most types of songs as presented in a video.	The Learner: Identifies some types of songs as presented in a video with assistance.
Explain the occasions when the songs are performed	Explains the occasions when the songs are performed and assists peers	Explains the occasions when the songs are performed	Explains most of the occasions when the songs are performed	Explains a few occasions when the songs are performed
Sign sing different songs for different occasions.	Sign sings different songs for different occasions and assists peers.	Sign sings different songs for different occasions.	Sign sings most songs for different occasions.	Sign sings a few songs for different occasions.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 PRESENTATION	4.4 Reciting poems	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the theme of the poem as presented in a signed video, b) describe the mood presented in the signed poem, c) analyse the message conveyed in the signed poem, d) identify the persona in the poem, e) demonstrate the skills of reciting poems for self-expression; f) recite poems for enjoyment. 	<p>The learner could be guided to:</p> <ul style="list-style-type: none"> ● View a poem presented in a video and discuss the theme, (Health and safety, modern communication technology, Environmental conservation) ● Discuss with peers the mood portrayed in the poems in the video (analyse signs, expressions and body language) ● Discuss in groups, the message conveyed in the poem noting key signs and expressions. ● Discuss in groups, the persona in the poem. ● Practice reciting of poems in KSL either as an individual or groups and record it using a camera or a smartphone. 	<ol style="list-style-type: none"> 1. How do we communicate messages through poems? 2. How can we identify a theme in a poem?

			<ul style="list-style-type: none"> Learn a simple poem and present it during school functions. 	
<p>Core Competencies to be developed; Self – efficacy is enhanced as the learner recites poems in KSL. Learning to learn is promoted as the learners analyse and recite poems.</p>				
<p>Pertinent and Contemporary Issues; Critical thinking will be promoted as the learner analyses the message presented in poems and suggests rhythmic pattern when reciting a poem.</p>			<p>Values; Respect learners as they present poems and suggests rhythmic patterns when reciting a poem. Unity as the learners recite poems in groups.</p>	
<p>Link to other Learning Areas; Music as learners acquire rhythmic patterns.</p>			<p>Community Service Learning; Practicing reciting of poems to friends, guardians and family</p>	
<p>Non-formal Activities that support learning; Recite poems for competitions, clubs and school functions.</p>			<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> Observation Peer assessment Signed tests 	
<p>Suggested Resources; Video clips, video camera smartphone, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

SUGGESTED RUBRIC				
CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Identify the theme of the poem as presented in a video.	The Learner: Identifies the theme of the poem and relates it to the message as presented in a video.	The Learner: Identifies the theme of the poem as presented in a video.	The Learner: Identifies the theme of the poem as presented in a video, with assistance.	The Learner: Has difficulties identifying the theme of the poem as presented in a video.
Describe the mood presented in the poem.	Describes the mood presented in the poem, and assists peers.	Describes the mood presented in the poem.	Describes the mood presented in the poem with guidance.	Has challenges describing the mood presented in the poem.
Analyse the message conveyed in the poem.	Analyses the message conveyed in the poem and presents to peers.	Analyses the message conveyed in the poem.	Analyses the message conveyed in the poem with guidance.	Identifies the message conveyed in the poem with guidance.