



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN**

**KENYAN SIGN LANGUAGE  
GRADE 9**

**FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2023

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 9 curriculum designs build on competencies attained by learners with Hearing Impairment at the end of Grade 8. Further, they provide opportunities for learners with Hearing Impairment to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 9 is the final level of the Junior School (JSS) in the new education structure.

Grade 9 curriculum furthers implementation of the CBC from Grade 8. The main feature of this level is a broad curriculum for the learner with Hearing Impairment to explore talents, interests and abilities before selection of pathways and tracks at the Senior education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya*. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners with Hearing Impairment to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition into Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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

## **ACKNOWLEDGEMENT**

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

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

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs for learners with Hearing Impairment. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum

designs will effectively guide the implementation of the CBC at Grade 9 and preparation of learners with Hearing Impairment for transition to Senior Secondary School.

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

<b>TABLE OF CONTENT</b>	
FOREWORD	i
PREFACE	iii
<b>ACKNOWLEDGEMENT</b>	v
<b>TABLE OF CONTENT</b>	vii
TIME ALLOCATION	viii
NATIONAL GOALS OF EDUCATION	ix
LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL	xiii
ESSENCE STATEMENT	xiv
SUBJECT GENERAL LEARNING OUTCOMES	xv
STRAND 1.0	1
STRAND 2.0	13
STRAND 3.0	27
STRAND 4.0	43

## TIME ALLOCATION

<b>S/ No.</b>	<b>Learning Area</b>	<b>No. of Lesson</b>
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
	<b>Total</b>	<b>41</b>



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

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

## **SUBJECT GENERAL LEARNING OUTCOMES:**

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

1. Demonstrate receptive and expressive skills on different themes using varied approaches, modes and media in different contexts,
2. Demonstrate skills acquired in Kenyan Sign Language 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

## STRAND 1.0

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>1.1 OBSERVATION AND SIGNING</b>	<b>1.1.1 SOCIAL INTERACTIONS  -Formal conversations;  (6 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify seven key signs and expressions used in formal communication,</li> <li>b) explain the process of giving feedback during a formal interaction,</li> <li>c) explain the etiquette to observe when giving and receiving feedback in a formal conversation,</li> <li>d) apply formal conversation skills in similar interactions,</li> <li>e) appreciate the importance of conversational skills for effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners role-play different roles in a formal conversation.</li> <li>● In groups, learners discuss the different scenarios (<i>effective communication and communication breakdown</i>) observing key signs and expressions used.</li> <li>● In groups, learners discuss elements to be observed in order to give appropriate feedback. (<i>Emphasis on: constant attention, specific, timely, appropriate posture, composed, confidence, eye contact, etiquette</i>).</li> </ul>	How can we improve our communication skills?

			<ul style="list-style-type: none"> <li>● In group, learners construct complex KSL sentences using the vocabulary acquired.</li> <li>● In pairs ,learners practice with peers, formal conversations observing the elements discussed in class to show appropriate ways of giving feedback.</li> <li>● In pairs,learners Construct KSL sentences using the signs and expressions learnt.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Digital Literacy;</b> will be enhanced as the learner manipulates the digital devices.</li> <li>● <b>Communication and collaboration;</b> competencies will be developed as the learners work together in groups.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● <b>Life Skills:</b> as learners identifies signs for self - expression.</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Unity;</b> as learners work together in groups.</li> <li>● <b>Responsibility;:</b> as learners care for digital devices while watching the videos.</li> </ul>	
<b>Suggested learning resources;</b> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● projector</li> <li>● smart phones</li> </ul>			<b>Values:Suggested assessment methods:</b> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> </ul>	



<ul style="list-style-type: none"> <li>● laptops</li> <li>● desktops</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>● Signed tests</li> </ul>
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**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying seven keys signs and expressions used in formal communication.	Identifies more than five key signs and expressions used in formal communication and assists others.	Identifies seven keys signs and expressions used in formal communication.	Identifies two to three key signs and expressions used in formal communication.	Identifies one sign and expressions used in formal communication .
Explaining the process of giving feedback during a formal interaction.	Explains and demonstrates the process of giving feedback during a formal interaction.	Explains the process of giving feedback during a formal interaction.	Explains some of the process of giving feedback during a formal interaction.	Explains the process of giving feedback during a formal interaction with guidance.
Explaining the etiquette to observe when giving and receiving feedback in a formal conversation.	Explains with examples the etiquette to observe when giving and receiving feedback in a formal conversation.	Explains the etiquette to observe when giving and receiving feedback in a formal conversation.	Explains some of the etiquette to observe when giving and receiving feedback in a formal conversation.	Explains some of the etiquette to observe when giving and receiving feedback in a formal conversation with assistance.

Applying formal conversation skills in similar interactions	Applies formal conversation skills in similar interactions and assists peers.	Applies formal conversation skills in similar interactions	Applies formal conversation skills in similar interactions with guidance.	Has challenges applying formal conversation skills in similar interactions.
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<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
<b>1.1 OBSERVING AND SIGNING</b>	<b>1.1.2 Narratives; Folktales (6 lessons) Narrative styles (7 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify different types of folk tales as presented in the video/signed pictorials. b) identify the styles used in a signed narrative from a video/signed pictorials; c) describe the characters as portrayed in the narrative; d) describe the third person narrative style; e) sign a story using the third person narrative style;	<ul style="list-style-type: none"> <li>● In groups, learners discuss the different types of folktales used in a signed narrative presented in a video on realistic/love episodes.</li> <li>● In groups, learners discuss different styles used in signed narratives from a video on ceremonies and festivals.</li> <li>● In groups, learners discuss the characters observed in the narrative depending on the context.</li> <li>● In pairs, learners discuss how the third person features in a narrative through choice of signs.</li> </ul>	1. How do we identify a third person narrative?

		f) appreciate the use of third person narratives in communication.	<ul style="list-style-type: none"> <li>● In groups, learners practice signing the story using the third person narrative style to peers.</li> <li>● In pairs, learners practice signing the vocabularies used in the third person narrative.</li> <li>● In pairs, learners discuss with peers the moral lessons learnt from the narrative.</li> <li>● In pairs, learners construct KSL complex sentences using the vocabularies acquired.</li> </ul>	
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> as learners discuss the third person narrative style.</li> <li>● <b>Digital literacy:</b> as learners manipulate and take care of digital devices.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"> <li>● <b>Effective :</b> as the learners apply expressive skills while narrating.</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Responsibility;</b> as learners uses and takes care of digital devices.</li> <li>● <b>Unity;</b> as learners work together in groups.</li> </ul>	
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● video camera</li> <li>● smartphones</li> </ul>				

- Learner’s interactive materials
- KSL DVD’s.

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying the styles used in a signed narrative from a video/signed pictorials	Analyses and explains the styles used in a signed narrative from a video/signed pictorials	Identifies the styles used in a signed narrative from a video/signed pictorials.	Defines the styles used in a signed narrative from a video/signed pictorials with guidance.	States the styles used in a signed narrative from a video/signed pictorials.
Describing the characters as portrayed in the narrative.	Describes the characters as portrayed in the narrative and assists peers.	Describes the characters as portrayed in the narrative.	Describes some characters as portrayed in the narrative.	Describes few characters as portrayed in the narrative.
Describing the third person narrative style.	Describes and demonstrates the third person narrative style.	Describes the third person narrative style.	Describes the third person narrative style with guidance.	Mentions the third person narrative style.
Signing a story using the third person narrative style.	Signs a story using the third person narrative style demonstrating appropriate facial expressions.	Signs a story using the third person narrative style.	Signs a story using the third person narrative style with guidance.	makes little effort signing a story using the third person narrative style.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>1.1 OBSERVING AND SIGNING</b>	<b>1.1.3 Sign Identification and descriptions.</b> <b>(5 lessons)</b>  <b>Sign presentations</b> <b>(5 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different signs as observed in the video;</li> <li>b) describe the signs observed in the video using the elements of a sign;</li> <li>c) explain sign variation as observed in the video;</li> <li>d) analyse a signed pictorial excerpts in its immediate context;</li> <li>e) appreciate the signs and expressions in obtaining information.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners observe different signs based on child labour as presented in the video.</li> <li>● In groups, learners discuss the meaning of the signed vocabularies as used in the signed video clip on child labour.</li> <li>● In pairs, learners construct complex KSL sentences using the vocabulary acquired.</li> <li>● In pairs, learners explain the sign variations as used in the video.</li> <li>● In group learners discuss with peers, pieces of excerpts from related themes.</li> </ul>	1. Why are the elements of a sign important in signing?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● <b>Self-efficacy:</b> as learners develop confidence in the use of signs.</li> <li>● <b>Communication and collaboration is enhanced:</b> as learners work in groups when practicing signs acquired.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b>			<b>Values:</b>	

<ul style="list-style-type: none"> <li>● <b>Mentorship and peer Education:</b> as learners acquire skills, from peers, when using the signs acquired.</li> <li>● <b>Effective communication:</b> as learners use facial expressions and body language in communication.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Unity;</b> as learners share ideas in groups on how to use facial expressions when signing.</li> <li>● <b>Responsibility;</b> as learners take care of digital devices.</li> </ul>
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● Video</li> <li>● clips</li> <li>● smart phones</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s.</li> </ul>	

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying different signs as observed in the video.	Identifies and demonstrates different signs as observed in the video.	Identifies different signs as observed in the video.	Identifies different signs as observed in the video with guidance.	Has challenges identifying different signs as observed in the video.
Describing the signs observed in the video using the elements of a sign.	Describes the signs observed in the video using the elements of a sign and assists peers.	Describes the signs observed in the video using the elements of a sign.	Describes some of the signs observed in the video using the elements of a sign.	Describes a few signs observed in the video using the elements of a sign with guidance.

Explaining sign variation as observed in the video.	Explains with examples sign variation as observed in the video.	Explains sign variation as observed in the video.	Explains some sign variation as observed in the video.	Explains a few sign variations as observed in the video with guidance.
Analysing a signed pictorial excerpt in its immediate context.	Analyses a signed pictorial excerpt in its immediate context and assists others.	Analyses a signed pictorial excerpt in its immediate context.	Analyses a signed pictorial excerpt in its immediate context with assistance.	Makes little effort analysing a signed pictorial excerpt in its immediate context.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>1.2 VIEWING AND INTERPRETING</b>	<b>1.2.1 Intensive viewing; -Reflections (5 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video, b) summarise the signed message as presented in a pictorial passage/video;	<ul style="list-style-type: none"> <li>View in groups, video clips on a signed pictorial story from digital devices (<i>socio-economic activities; suggestion-locusts infestation</i>).</li> <li>Individually, present a summary of the viewed content in plenary. (<i>Emphasis on: facts, data, ideas, thoughts and feelings conveyed in the signed story</i>).</li> </ul>	Why is reflection important in viewing?

		<p>c) sign responses to a signed pictorial message basing on the facts, ideas and data,</p> <p>d) acknowledge the importance of reflections for effective communication.</p>	<ul style="list-style-type: none"> <li>● Individually communicate own feelings, thoughts and ideas about the presented signed story.</li> <li>● Discuss in groups, the meaning of signs of vocabularies as used in their context.</li> <li>● Practice reflecting on signed pictorial messages on a range of themes applicable within the locality.</li> <li>● Construct KSL sentences using the vocabularies acquired.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> as learners interpret and reflect the content from pictorial passages and/or video clips.</li> <li>● <b>Self – Efficacy:</b> as learners view and interpret a captivating story from a series of pictorial passages.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>● <b>Effective Communication:</b> as learners expresses own ideas, feelings and thoughts from the viewed signed pictorial story.</li> </ul>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Love;</b> as learners express positive feelings about a subject of their own interests .</li> <li>● <b>Integrity;</b> as the learners expresses his/her honest view on a subject at hand..</li> </ul>	
<p><b>Suggested Resources;</b></p> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● smart phones</li> </ul>				



- laptops
- desktops
- Learner’s interactive materials
- KSL DVD’s

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video.	Identifies and describes signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video.	Identifies signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video.	Identifies some signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video.	Identifies a few signs and expressions that indicate facts, data and ideas from a signed pictorial passage/video.
Summarizing the signed message as presented in a pictorial passage/video.	Summarises and presents the signed message as presented in a pictorial passage/video and assists peers.	Summarises the signed message as presented in a pictorial passage/video.	Summarises the signed message as presented in a pictorial passage/video with assistance.	makes significant effort summarizing the signed message as presented in a pictorial passage/video.
Signing responses to a signed pictorial message	Signs responses to a signed pictorial message basing on the facts, ideas and data	Signs responses to a signed pictorial message	Signs some responses to a signed pictorial	Signs few responses to a signed pictorial

basing on the facts, ideas and data.	demonstrating appropriate facial expressions.	basing on the facts, ideas and data.	message basing on the facts, ideas and data.	message basing on the facts, ideas and data.
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STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>1.2 VIEWING AND INTERPRETING</b>	<b>1.2.2 Extensive viewing; Viewing signing speed (5 lessons) interpreting speed</b>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) select pieces of information from timed signed stories,</li> <li>b) describe the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos,</li> <li>c) summarise the information from signed pictorial stories,</li> </ul>	<ul style="list-style-type: none"> <li>● Learners to observe 2-3 signed stories from digital devices to obtain the message conveyed. (<i>Suggested themes: Gender issues and politics and governance</i>)</li> <li>● In groups, learners gather relevant pieces of information by viewing a range of signed stories from digital devices.</li> <li>● In groups, learners view pieces of information presented through an interpreter (<i>Note: Sign variations, body language and speed of the presentation</i>)</li> </ul>	How do we select relevant information from a range of sources?

		<p>d) demonstrate concentration skills when viewing a content,</p> <p>e) appreciate the importance of receptive skills in obtaining information.</p>	<ul style="list-style-type: none"> <li>● In pairs learners practice with peers the vocabularies learnt from the viewed signed content(s).</li> <li>● Individually, learners construct KSL sentences using the vocabularies acquired.</li> <li>● Learners, view short (5-10 minutes) and long (<i>10-15 minutes</i>) contents of selected themes and report the information obtained.</li> <li>● Practice extensive viewing and interpretation for enjoyment.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Digital literacy:</b> as learners view and use digital devices and materials.</li> <li>● <b>Self-efficacy:</b> as learners view and interpret pieces of information and confidently report their meaning.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>● <b>Effective communication:</b> as learners acquire receptive skills for comprehension of conversations and pieces of information from media sources and interpreters.</li> <li>● <b>Self-management Skills:</b> as learners develop receptive skills for effective communication.</li> </ul>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Integrity;</b> as learners acquire vast and extensive viewing skills without prejudice and biases.</li> <li>● <b>Social justice;</b>as learners discuss with peers about gender related issues.</li> </ul>	
<p><b>Suggested Resources:</b></p>				

- Video clips
- video camera
- smartphone
- Learner’s interactive materials
- KSL DVD’s.

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Selecting pieces of information from timed signed stories.	Selects pieces of information from timed signed stories and guides peers..	Selects pieces of information from timed signed stories.	Selects pieces of information from timed signed stories, leaving out some important information.	Selects very few pieces of information from timed signed stories with guidance.
Describing the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos.	Describes the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos and assists peers.	Describes the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos.	Describes the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos with guidance.	Makes significant effort describing the meaning of the signs and expressions as used in timed from signed pictorial passages and/or signed videos
Summarising the information from signed pictorial stories	Summarises the information from signed	Summarises the information from signed pictorial stories.	Summarises some of the information from signed pictorial stories.	Summarises few information from signed pictorial stories.

	pictorial stories and guides others.			
Demonstrating concentration skills when viewing content passages and/or videos.	Demonstrates concentration skills when viewing content passages and/or videos showing correct body language.	Demonstrates concentration skills when viewing content passages and/or videos.	Demonstrates concentration skills when viewing content passages and/or videos with assistance.	makes little effort in demonstrating concentration skills when viewing content passages and/or videos.

<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
<b>1.2 VIEWING AND INTERPRETING</b>	<b>1.2.3 Interpreting Messages; -Symbolism and Imagery (7 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify signs and expressions used to represent certain aspects in real life, b) explain the meaning of signs and expressions symbolically used in signed pictorial passages,	<ul style="list-style-type: none"> <li>Learners, observe a signed pictorial passage from a digital device on selected items that symbolise real situations or objects in real life. (<i>Colours such as white to communicate peace, Dark to communicate trouble, suffering, death....Some animals such as a dove to communicate peace...among others.</i>)</li> </ul>	How is the use of symbolism important in communication?

		<p>c) recognize the signs and expressions in the context in which they are used,</p> <p>d) explain other signs and expressions that are used symbolically to convey messages,</p> <p>e) apply signs and expressions in a symbolic manner in various contexts,</p> <p>f) reflect on the importance of using symbolic signs and expressions for effective communication.</p>	<p><i>Expressions such as, “grow horns,” to mean rudeness)</i></p> <ul style="list-style-type: none"> <li>● In groups, learners identify the signs and expressions in signed pictorial passages.</li> <li>● In groups, learners discuss the meaning of the signs and expressions used as images in signed pictorial passages.</li> <li>● In groups, learners discuss other symbolic signs and expressions as used in varied contexts.</li> <li>● In groups,, learners demonstrate the use of symbolic signs and expressions for clarity, impact and art of communication.</li> <li>● Individually, learners construct KSL sentences using symbolic signs and expressions.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In groups, learners record themselves constructing KSL sentences involving symbolic signs, expressions and imagery using digital devices.</li> </ul>	
<b>Core Competencies to be developed;</b> <b>Creativity and imagination:</b> as learners analyze and use symbolism and imagery language for effective communication..				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● <b>Effective communication:</b> as learners communicate with one another using symbolism and imagery appropriately.</li> <li>● <b>Analytical thinking:</b> as learners develop comprehension of the symbolic language.</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Respect;</b> as learners accommodate other's opinions when working together.</li> <li>● <b>Integrity;</b> as learners use symbolism and imagery appropriately.</li> </ul>	
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● video recorder</li> <li>● smartphone</li> <li>● Learner's interactive materials</li> <li>● KSL DVD's</li> </ul>				

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
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Identifying signs and expressions used to represent certain aspects in real life.	Identifies and demonstrates signs and expressions used to represent certain aspects in real life.	Identifies signs and expressions used to represent certain aspects in real life.	Identifies some signs and expressions used to represent certain aspects in real life.	Identifies a few signs and expressions used to represent certain aspects in real life.
Explaining the meaning of signs and expressions symbolically used in signed pictorial passages.	Explains the meaning of signs and expressions symbolically used in signed pictorial passages and assists peers.	Explains the meaning of signs and expressions symbolically used in signed pictorial passages.	Explains the meaning of signs and expressions symbolically used in signed pictorial passages with guidance.	Makes significant effort explaining the meaning of signs and expressions symbolically used in signed pictorial passages.
Recognizing the signs and expressions in the context in which they are used.	Recognizes the signs and expressions in the context in which they are used and assists others.	Recognizes the signs and expressions in the context in which they are used.	Recognizes some of the signs and expressions in the context in which they are used.	Recognizes few signs and expressions in the context in which they are used.
Apply signs and expressions in a symbolic manner in various contexts.	Applies signs and expressions in a symbolic manner in various contexts	Applies signs and expressions in a symbolic manner in various contexts.	Applies some signs and expressions in a symbolic manner in various contexts.	Applies few signs and expressions in a symbolic manner in various contexts.



### STRAND 3.0

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>3.1</b> <b>GRAMMA</b> <b>R</b>	<b>3.1.1</b> <b>Adjectives</b> <b>Demonstrative</b> <b>(5 lessons )</b> <b>Indefinite</b> <b>(5 lessons)</b>	By the end of the sub strand, the learner should be able to: a) define a demonstrative adjective as used in KSL structure, b) identify signs of a demonstrative adjective as used in a pictorial passage or video, c) analyze the demonstrative adjective as used in a pictorial passage and/or video, d) identify signs used for indefinite adjective as used in KSL structure, e) construct sentences using the demonstrative and indefinite adjectives;	<ul style="list-style-type: none"> <li>● Learners, observe a video on the use of demonstrative and indefinite adjectives as used in health.</li> <li>● In pairs, learners explain the meaning of demonstrative adjectives as used in the pictorial passage/video.</li> <li>● In pairs, learners identify and discuss demonstrative adjectives showing positions of a noun for example; this, that, those and these.</li> <li>● In groups, learners identify and discuss indefinite adjectives used to describe a noun for example; any, each, few, many, much, several and most.</li> <li>● Learners observe a video showing signs and expressions of demonstrative adjectives.</li> </ul>	How do you use demonstrative and indefinite adjectives?

		<p>f) appreciate the use of demonstrative and indefinite adjectives for effective communication.</p>	<ul style="list-style-type: none"> <li>● In groups ,learners indefinite adjectives as used in the signed pictorial passage/video.</li> <li>● In groups, practice the signs of some demonstrative adjectives.</li> <li>● In pairs,learners construct KSL complex sentences using demonstrative/indefinite adjectives.</li> <li>● In groups learners practice the various signs of demonstrative and indefinite adjectives as used in a signed pictorial passage or video.</li> <li>● In groups,learners sign demonstrative adjectives as used in health.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b>as learners work together in groups</li> <li>● <b>Self-Efficacy:</b> as learners use present continuous tense in communication.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>● <b>Self Esteem:</b> as learners correctly construct sentences using present continuous tense.</li> </ul>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity;</b> as learners work together in groups.</li> </ul>	
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● Video clips</li> </ul>				

- smartphones
- laptops
- desktops
- electronic devices
- Learner’s interactive materials
- KSL DVD’s.

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Define a demonstrative adjective as used in KSL structure.	Defines a demonstrative adjective as used in KSL structure and assists peers.	Defines a demonstrative adjective as used in KSL structure.	Defines a demonstrative adjective as used in KSL structure with guidance.	Has difficulties defining a demonstrative adjective as used in KSL structure.
Identify signs of a demonstrative adjective as used in a pictorial passage or video.	Identifies and demonstrates signs of a demonstrative adjective as used in a pictorial passage or video.	Identifies signs of a demonstrative adjective as used in a pictorial passage or video	Identifies some signs of a demonstrative adjective as used in a pictorial passage or video.	Identifies few signs of a demonstrative adjective as used in a pictorial passage or video.

Analyze the demonstrative adjective as used in a pictorial passage and/or video	Analyzes the demonstrative adjective as used in a pictorial passage and/or video and assists peers.	Analyzes the demonstrative adjective as used in a pictorial passage and/or video.	Analyzes some demonstrative adjectives as used in a pictorial passage and/or video.	Analyzes few demonstrative adjectives as used in a pictorial passage and/or video.
Construct sentences using the demonstrative and indefinite adjectives.	Constructs sentences using the demonstrative and indefinite adjectives demonstrating appropriate facial expressions.	Constructs sentences using the demonstrative and indefinite adjectives.	Constructs some sentences using the demonstrative and indefinite adjectives.	Constructs a few sentences using the demonstrative and indefinite adjectives.

<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
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<p><b>3.2</b> <b>GRAMMAR</b></p>	<p><b>3.2.2</b> <b>Tenses</b> <b>Present continuous</b> <b>(5 lessons)</b> <b>Tense markers</b> <b>(5 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the signs of tenses as presented in a pictorial passage/video,</p> <p>b) identify various signs of present continuous tenses,</p> <p>c) define tense markers as used in KSL sentences,</p> <p>d) identify various signs of tenses markers,</p> <p>e) apply the signs of the present continuous tenses learnt in KSL sentences,</p> <p>f) appreciate the use of present continuous tenses and tense markers in communication.</p>	<ul style="list-style-type: none"> <li>● In groups, learners discuss the various examples of tenses as viewed from a pictorial passage or video (<i>on professions</i>).</li> <li>● In groups, learners discuss the signs of present continuous tense for example she is working , He is teaching.</li> <li>● In groups, learners discuss how to use tense markers as viewed from a pictorial passage or video for example; <i>now, always, everyday, yesterday</i>.</li> <li>● In pairs, learners discuss various signs of tense markers as used in KSL sentences.</li> <li>● In groups, learners construct KSL sentences using present continuous tense and tense markers.</li> <li>● In pairs, learners practice signing sentences using present continuous tenses and tense markers.</li> <li>● In groups, learners record themselves using a video camera or smartphone</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we identify different tenses in a sentence ?</li> <li>2. Why do we use tense markers?</li> </ol>
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			the signing present continuous tense and tense markers in KSL structure.	
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> as learners work together in groups.</li> <li>● <b>Self-Efficacy:</b> as learners use various tenses for effective communication.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● <b>Life skills - self-esteem:</b> as learners sign sentences using tenses correctly.</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Unity;</b> as learners work together in groups.</li> </ul>	
<b>Suggested Resources;</b> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● smartphones</li> <li>● laptops</li> <li>● video camera</li> <li>● desktops</li> <li>● electronic devices</li> <li>● Learner's interactive materials</li> <li>● KSL DVD's</li> </ul>				

### SUGGESTED ASSESSMENT RUBRIC

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying the signs of tenses as presented in a pictorial passage/video.	Identifies and describes the signs of tenses as presented in a pictorial passage/video.	Identifies the signs of tenses as presented in a pictorial passage/video.	Identifies most of the signs of tenses as presented in a pictorial passage/video.	Identifies a few signs of tenses as presented in a pictorial passage/video with guidance.
Identifying various signs of present continuous tenses.	Identifies and explains various signs of present continuous tenses.	Identifies various signs of present continuous tenses.	Identifies various signs of present continuous tenses with assistance.	makes significant effort identifying various signs of present continuous tenses.
Defining tense markers as used in KSL sentences.	Defines tense markers as used in KSL sentences and assists peers.	Defines tense markers as used in KSL sentences.	Defines tense markers as used in KSL sentences with guidance.	mentions tense markers as used in KSL sentences with guidance..
Applying the signs of the present continuous tenses learnt in KSL sentences.	Applies the signs of the present continuous tenses learnt in KSL sentences and assists peers.	Applies the signs of the present continuous tenses learnt in KSL sentences.	Applies the signs of the present continuous tenses learnt in KSL sentences with assistance.	Makes little effort in applying the signs of the present continuous tenses learnt in KSL sentences.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>3.3</b> <b>GRAMMAR</b>	<b>3.3.3</b> <b>Reporting;</b> <b>Direct and</b> <b>Indirect signs</b>  <b>Direct signs</b> <b>(5 lessons)</b>  <b>Indirect signs</b> <b>(5 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify direct and indirect reporting as used in KSL sentences, b) describe direct and indirect reporting as used in KSL; c) explain how direct and indirect reporting are used in KSL sentences, d) sign KSL sentences involving direct and indirect reporting; e) construct KSL sentences using direct and indirect reporting, f) appreciate the use of direct and indirect reporting in communication.	<ul style="list-style-type: none"> <li>● In groups, learners discuss direct and indirect reporting as presented in the video environment for example He said, <i>“I live near the river.”</i></li> <li>● In groups, learners report using indirect speech as viewed in the video for example He said he lives near the river.</li> <li>● In group, learners practice signing direct reporting in KSL sentences.</li> <li>● In groups, learners practice constructing KSL sentences using indirect reporting.</li> <li>● In pairs, learners practice constructing KSL sentences using direct reporting.</li> <li>● In groups, learners record themselves signing KSL sentences</li> </ul>	Why is direct and indirect reporting important in communication?



			using direct and indirect reporting with a digital device.	
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● <b>Self-efficacy:</b> as learners sign direct and indirect reporting in communication.</li> <li>● <b>Learning to learn:</b> as learners apply the use of direct and indirect reporting.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● <b>Effective communication:</b> as learners practice signing direct and indirect reporting using KSL sentences.</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Responsibility;</b> as learners take care of digital devices</li> </ul>	
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● smartphones</li> <li>● laptops</li> <li>● desktops</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s</li> <li>● flash cards</li> </ul>				

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying direct and indirect reporting as used in KSL sentences.	Identifies and explains direct and indirect reporting as used in KSL sentences.	Identifies direct and indirect reporting as used in KSL sentences.	Identifies some direct and indirect reporting as used in KSL sentences.	Identifies some direct and indirect reporting as used in KSL sentences with alot of guidance.
Describing direct and indirect reporting as used in KSL.	Describes and demonstrates direct and indirect reporting as used in KSL.	Describes direct and indirect reporting as used in KSL.	Describes some direct and indirect reporting as used in KSL.	Describes a few direct and indirect reporting as used in KSL .
Explaining how direct and indirect reporting are used in KSL sentences.	Explains with examples how direct and indirect reporting are used in KSL sentences.	Explains how direct and indirect reporting are used in KSL sentences.	Explains how direct and indirect reporting are used in KSL sentences with guidance.	Makes significant effort explaining how direct and indirect reporting are used in KSL sentences.
Signing KSL sentences involving direct and indirect reporting.	Signs KSL sentences involving direct and indirect reporting demonstrating appropriate facial expressions.	Signs KSL sentences involving direct and indirect reporting.	Signs some KSL sentences involving direct and indirect reporting.	Makes little effort Signing KSL sentences involving direct and indirect reporting with guidance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>3.4 GRAMMAR</b>	<b>3.4.4 Phrases</b>  <b>Adverbial (5 lessons)</b>  <b>Adjectival (5 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify different phrases as used in KSL as shown in a pictorial passage/video, b) explain the use of adverbial phrases in communication, c) demonstrate how adjectival phrases are used in communication, d) appreciate the use of phrases in communication in day to day life.	<ul style="list-style-type: none"> <li>● Learners, observe, pictorial passage/video clips showing how phrases in KSL are used (theme; Transport related issues).</li> <li>● In a group, learners discuss the use of adverbial phrases in communication (you have been sleeping for a long time, he was waiting for the rain to stop).</li> <li>● In groups, learners discuss the use of adjectival phrases in communication (the cost of the car was too high).</li> <li>● In pairs, learners practice, the use of adverbial phrases in communication and present in plenary.</li> <li>● Individually, learners construct KSL sentences using adjectival phrases.</li> <li>● In groups, learners record using a digital device a conversation</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we use phrases in communication ?</li> <li>2. How are adverbial and adjectival phrases different?</li> </ol>

			emphasizing the use of phrases in KSL sentences.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> as learners use phrases in KSL sentences.</li> <li>● <b>Communication and collaboration:</b> as learners practice in groups, the use of phrases in communication and present in plenary.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>			<b>Values:</b>	
<ul style="list-style-type: none"> <li>● <b>Self efficacy:</b> as a learner uses phrases in communication.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Love:</b> as learners share ideas in the use of prepositions in KSL.</li> </ul>	
<b>Suggested Resources:</b>			<b>Suggested Assessment methods;</b>	
<ul style="list-style-type: none"> <li>● Video clips</li> <li>● smartphones</li> <li>● laptops</li> <li>● desktops</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s.</li> </ul>			<ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> <li>● Signed tests</li> </ul>	

### SUGGESTED ASSESSMENT RUBRIC

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
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Identifying different phrases as used in KSL as shown in a pictorial passage/video.	Identifies and demonstrates phrases as used in KSL as shown in a pictorial passage/video.	Identifies phrases as used in KSL as shown in a pictorial passage/video.	Identifies some phrases as used in KSL as shown in a pictorial passage/video.	Identifies a few phrases as used in KSL as shown in a pictorial passage/video with guidance.
Explaining the use of adverbial phrases in communication.	Explains and demonstrates the use of adverbial phrases in communication.	Explains the use of adverbial phrases in communication.	Explains some of the uses of adverbial phrases in communication.	Explains some of the uses of adverbial phrases in communication with assistance.
Demonstrating how adjectival phrases are used in communication.	Demonstrates how adjectival phrases are used in communication and assists peers.	Demonstrates how adjectival phrases are used in communication.	Demonstrates how some adjectival phrases are used in communication.	Identifies few adjectival phrases used in communication with assistance

<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
<b>4.1 PRESENTATION</b>	<b>4.1.1 Public presentation</b>	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> <li>Learners, observe and discuss a pictorial passage/video</li> </ul>	How do you prepare for a

	<p><b>Signed speech (6 lessons)</b></p>	<p>a) review the flow of events in a presented signed speech from a video,  b) identify the theme for the intended signed speech presentation,  c) sequence different ideas through a signed speech on the selected theme,  d) present a signed speech on the selected theme,  e) reflect on the importance of public presentation in addressing problems in the society.</p>	<p>noting the flow of events in the story based on health.</p> <ul style="list-style-type: none"> <li>● In groups,learners discuss the various themes provided on Health for example Effects of Covid 19 on Education.</li> <li>● In groups,learners discuss how to sequence ideas relevant to each theme.</li> <li>● In groups, learners present a signed speech demonstrating clear articulation, facial expressions, body language considering the needs of the audience.</li> </ul> <p>In groups,learners record the public presentation using a video camera or smartphone.</p>	<p>public presentation?</p>
<p><b>Core Competencies to be developed;</b>  <b>Self – Efficacy:</b> as learners confidently organize their ideas during public presentation.  <b>Critical Thinking and Problem solving:</b> as learners creates a short public presentation to show sequencing of ideas.</p>				
<p><b>Pertinent and Contemporary Issues;</b></p>			<p><b>Values:</b></p>	

<ul style="list-style-type: none"> <li>● <b>Analytical thinking; creative thinking:</b> as learners create and perform public presentations to show sequencing of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Responsibility;</b> as learners presents the signed speech with decorum.</li> </ul>
<p><b>Suggested Resources;</b></p> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● smartphones</li> <li>● laptops</li> <li>● desktops</li> <li>● video recorder</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s.</li> </ul>	<p><b>Suggested Assessment methods:</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> <li>● Signed tests</li> </ul>

**SUGGESTED ASSESSMENT RUBRIC**

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Reviewing the flow of events in a presented signed speech from a video.	Reviews the flow of events in a presented signed speech from a video and guides others.	Reviews the flow of events in a presented signed speech from a video.	Reviews the flow of events in a presented signed speech from a video with guidance.	Makes significant effort reviewing the flow of events in a presented signed speech from a video.

Identifying the theme for the intended signed speech presentation.	Identifies and describes the theme for the intended signed speech presentation.	Identifies the theme for the intended signed speech presentation.	Identifies the theme for the intended signed speech presentation with assistance.	Makes significant effort identifying the theme for the intended signed speech presentation.
Sequencing different ideas through a signed speech on the selected theme.	Sequences different ideas through a signed speech on the selected theme and assists peers.	Sequences different ideas through a signed speech on the selected theme.	Sequences different ideas through a signed speech on the selected theme with assistance.	Makes little effort in sequencing different ideas through a signed speech on the selected theme.
Present a signed speech on the selected theme.	Presents a signed speech on the selected theme demonstrating correct non-manual markers.	Presents a signed speech on the selected theme.	Presents a signed speech on the selected theme with guidance.	Makes little effort in presenting a signed speech on the selected theme.

<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
<b>4.2 PRESENTATION</b>	<b>4.2.2 Story telling Narrating experiences (6 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify different elements of a story for learning, b) describe the elements of a story for learning,	<ul style="list-style-type: none"> <li>In groups, learners discuss different elements of a story as viewed in the video/pictorial messages based on a Hero's mission story as in career.</li> </ul>	<ol style="list-style-type: none"> <li>How do you identify a quest story?</li> <li>Why is foreshadowing</li> </ol>



		<p>c) apply the elements when narrating an interesting story,</p> <p>d) narrate a quest story using personal experience,</p> <p>e) appreciate the skills of narrating stories for effective communication.</p>	<ul style="list-style-type: none"> <li>● In groups, learners elements of a story as used in the society for example the character, setting, conflicts and plot.</li> <li>● In groups, learners discuss hints involved in a quest story for example, questor, place to go, stated reasons to go, challenges and real reason to go and/or foreshadowing emphasizing on localization.</li> <li>● In groups, learners narrate a story using the techniques mentioned.</li> <li>● In groups, learners present to peers an interesting quest story of a Hero on a specific mission.</li> </ul>	<p>important in a story?</p>
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			<ul style="list-style-type: none"> <li>● In pairs, learners practice signing the vocabularies noted in the story.</li> <li>● In groups, learners discuss other quest stories using different settings and styles.</li> <li>● In groups learners record using digital devices stories on quest.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> as learners work together in groups..</li> <li>● <b>Learning to learn:</b> as learnerS signs and records quest stories from various sources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <p><b>Effective communication:</b> as learners acquire the skills used to narrate a story.</p>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity;</b> as learners work together in groups.</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Suggested Resources;</b></li> <li>● Video clips</li> <li>● smartphones</li> <li>● laptops</li> <li>● desktops</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> </ul>				

- KSL DVD's.

### SUGGESTED ASSESSMENT RUBRIC

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying different elements of a story for learning.	Identifies and explains different elements of a story for learning.	Identifies different elements of a story for learning.	Identifies different elements of a story for learning with guidance.	Has difficulties in identifying different elements of a story for learning.
Describing the elements of a story.	Describes most of the elements of a story and assists peers.	Describes the elements of a story.	Describes some of the elements of a story.	Describes few elements of a story with assistance.
Applying the elements when narrating an interesting story	Applies the elements when narrating an interesting story and assists peers.	Applies the elements when narrating an interesting story.	Applies some of the elements when narrating an interesting story.	Applies few elements when narrating an interesting story with assistance.
Narrating a quest story using personal experience.	Narrates a quest story using personal experience	Narrates a quest story using personal experience.	Narrates a quest story using personal	Has challenges in narrating a quest story

	demonstrating appropriate non manual features.		experience with assistance.	using personal experience.
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<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTIONS</b>
<b>4.3 PRESENTATION</b>	<b>4.3.3 Debate</b>  <b>Academic debate.</b> (6 lessons)	By the end of the sub strand, the learner should be able to: a) identify different types of debate as observed from a video or pictorial passage, b) identify the characteristics of academic debates, c) sign the terms and procedures used in a academic debate; d) conduct an academic debate on Human Rights, e) appreciate the use of debate in improving critical and creative thinking.	<ul style="list-style-type: none"> <li>● In groups,learners discuss different types of debate presented in the video based on Human Rights.</li> <li>● In groups,learners discuss the characteristics of academic debate for example informative, well-structured and convincing.</li> <li>● In groups,learners discuss the signs used during the proceedings of the debate.</li> <li>● in groups, learner perform a academic debate on Human Rights for example “The plight of a boy child”</li> </ul>	How are debates conducted?

			<ul style="list-style-type: none"> <li>● In groups, learners discuss in groups; presentation of debate, significance of the theme..</li> <li>● Learners record a 15 minute debate using a digital device.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> as learners organize and debate on different themes.</li> <li>● <b>Self-efficacy:</b> as learners assertively expresses his/her ideas during debates.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>● <b>critical thinking:</b> as learners present their ideas during debates on different themes.</li> </ul>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect;</b> as learners accommodate different opposing opinions and practice turn taking during debates.</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Suggested Resources;</b></li> <li>● Video clips</li> <li>● smart phones</li> <li>● laptops, desktops</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s.</li> </ul>				

### SUGGESTED ASSESSMENT RUBRIC

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying different types of debate as observed from a video or pictorial passage.	Identifies and explains different types of debate as observed from a video or pictorial passage.	Identifies different types of debate as observed from a video or pictorial passage.	Identifies different types of debate as observed from a video or pictorial passage with guidance.	Makes significant effort identifying different types of debate as observed from a video or pictorial passage.
Identifying the characteristics of academic debates	Identifies and explains the characteristics of academic debates.	Identifies the characteristics of academic debates.	Identifies some of the characteristics of academic debates	Identifies very few characteristics of academic debates
Signing the terms and procedures used in an academic debate.	Signs and explains the terms and procedures used in an academic debate.	Signs the terms and procedures used in an academic debate.	Signs most of the terms and procedures used in an academic debate.	Signs few terms and procedures used in an academic debate with assistance.
Conducting an academic debate on Human Rights.	Conducts an academic debate on Human Rights. and leads peers.	Conducts an academic debate on Human Rights.	Conducts an academic debate on Human Rights with guidance.	Participates in an academic debate on Human Rights with assistance.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>4.4 PRESENTATION</b>	<b>4.4.4 Songs and dances (5 lessons) Patriotic song. (5 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify different types of patriotic songs ,</li> <li>describe components of a patriotic song,</li> <li>sign different types of patriotic songs,</li> <li>compose patriotic songs praising our Education system,</li> <li>appreciate patriotic songs that show the development of our country.</li> </ol>	<ul style="list-style-type: none"> <li>In groups ,discuss different types of patriotic songs as viewed or presented on video on patriotic music.</li> <li>In group, describe components of patriotic songs for example culture and heritage, heroic deeds, values, strength.</li> <li>In groups, discuss events where patriotic songs are performed for example national celebrations, graduation ceremonies, legislative sessions.</li> <li>In pairs, practice signing different patriotic songs with their correct rhythm, for example <i>the National Anthem, Kenya Nchi yangu.</i></li> <li>In groups, practice composing patriotic songs in praise of the Education system.</li> </ul>	<p>Why are patriotic songs important?</p>

			<ul style="list-style-type: none"> <li>● Practice signing the composed patriotic songs and record using digital devices</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Creativity and innovation:</b> will be enhanced as learners compose patriotic songs.</li> <li>● <b>Self-efficacy:</b> will be enhanced as the learners sign sing patriotic songs.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● <b>Social cohesion:</b> will be enhanced as learners perform patriotic songs on different cultures.</li> </ul>			<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism;</b> will be promoted as learners compose patriotic praising the country's Education system.</li> </ul>	
<p><b>Suggested Resources;</b></p> <ul style="list-style-type: none"> <li>● Video clips</li> <li>● smart phones</li> <li>● laptops, desktops</li> <li>● electronic devices</li> <li>● Learner's interactive materials</li> <li>● KSL DVD's.</li> </ul>			<p><b>Community Service Learning:</b></p> <p>Perform patriotic songs in the community.</p>	
			<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>● Observation.</li> <li>● Peer assessment.</li> <li>● Signed tests.</li> </ul>	

**SUGGESTED ASSESSMENT RUBRIC**



<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Identifying different types of patriotic songs.	Identifies and explains different types of patriotic songs .	Identifies different types of patriotic songs .	Identifies different types of patriotic songs with guidance.	makes little effort in identifying different types of patriotic songs.
Describing components of a patriotic song	Describes with example components of a patriotic song.	Describes components of a patriotic song.	Describes some components of a patriotic song.	Describes very few components of a patriotic song.
Signing different types of patriotic songs.	Signs different types of patriotic songs demonstrating appropriate body language.	Signs different types of patriotic songs.	Signs different types of patriotic songs with assistance.	Makes little effort in signing different types of patriotic songs.
Composing patriotic songs praising our Education system.	Composes patriotic songs praising our Education system and assists peers.	Composes patriotic songs praising our Education system.	Composes some patriotic songs praising our Education system.	Composes a few patriotic songs praising our Education system.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
<b>4.5 PRESENTATION</b>	<b>4.5.5 Reciting poems</b>  <b>Free verse poem (6 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe free verse poems as presented from a video,</li> <li>b) identify a free verse poem from other types of poems,</li> <li>c) describe the elements of free verse poem,</li> <li>d) identify the theme of the poem as presented in a video,</li> <li>e) describe the mood presented in the poem;</li> <li>f) analyze the message conveyed in the poem;</li> <li>g) identify the persona in the poem,</li> <li>h) demonstrate the skills of reciting poems,</li> </ol>	<ul style="list-style-type: none"> <li>● In groups,learners discuss the free verse poem as presented in the video based on family.</li> <li>● In pairs,learners discuss the difference between a free verse poem and other structured poems, for example a ballad poem.</li> <li>● In groups, learners discuss elements of a free verse poem for example, the voice, diction, rhythm/rhyme.</li> <li>● In groups,learners discuss the themes presented in the video focusing on family for example marriage, parenting.</li> <li>● In groups,learners discuss the mood, expression of body language, plots and characters as observed in the video.</li> <li>● In groups,learners discuss the message conveyed in the poem nothing key signs and expressions.</li> </ul>	How do you identify free verse poems?

		i) recite poems for enjoyment.	<ul style="list-style-type: none"> <li>● In groups, learners discuss the persona in the poem.</li> <li>● In group learners recite the poem applying facial expressions and body language focusing on family.</li> <li>● In groups, learners practice reciting poems in KSL either as an individual or groups and record it using a camera or a smartphone.</li> </ul>	
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>● <b>Self – efficacy:</b> as a learner recites poems in KSL.</li> <li>● <b>Learning to learn:</b> as learners analyze and recite free verse poems.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>● <b>Creative thinking:</b> as the learner recites free verse poems emphasizing on the rhythm and rhyme.</li> </ul>			<p><b>Values:</b></p> <p><b>Unity;</b> as the learners recite poems in pairs.</p> <p><b>Responsibility;</b> as they use and take care of digital devices</p>	
<ul style="list-style-type: none"> <li>● <b>Suggested Resources:</b></li> <li>● Video clips</li> <li>● video camera</li> <li>● smartphone</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s.</li> </ul>				

### SUGGESTED ASSESSMENT RUBRIC

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHES EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
Describing free verse poems as presented from a video.	Describes and recites free verse poems as presented from a video.	Describes free verse poems as presented from a video.	Describes free verse poems as presented from a video with guidance.	Makes little effort in describing free verse poems as presented from a video.
Identifying a free verse poem from other types of poems.	Identifies and explains a free verse poem from other types of poems.	Identifies a free verse poem from other types of poems.	Identifies a free verse poem from other types of poems with assistance.	Makes significant effort identifying a free verse poem from other types of poems.
Describing the elements of a free verse poem.	Describes the elements of a free verse poem, and assists peers.	Describes the elements of free verse poems.	Describes the elements of a free verse poem with guidance.	mentions the elements of free verse poems.
Analyzing the message conveyed in the poem.	Analyzes the message conveyed in the poem and presents to peers.	Analyzes the message conveyed in the poem.	Analyzes the message conveyed in the poem with guidance.	Identifies the message conveyed in the poem with guidance.

