



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**UPPER PRIMARY SCHOOL CURRICULUM DESIGN**

**KENYAN SIGN LANGUAGE  
GRADE 1**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

## **FOREWORD**

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

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

The reviewed Grade Two curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade One. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS**

**CABINET SECRETARY,**

**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure .

The reviewed Grade Two curriculum furthers implementation of the CBC from Grade One in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on nurturing every learner's potential.

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

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

**DR. BELIO KIPSANG', CBS**

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR BASIC EDUCATION**

**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade Two curriculum designs for learners with hearing impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade Two curriculum designs for learners with hearing impairment In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade Two and preparation of learners with hearing impairment for transition to Grade Three.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**

**DIRECTOR/CHIEF EXECUTIVE OFFICER**

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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## **NATIONAL GOALS OF EDUCATION**

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## LESSON ALLOCATION FOR LOWER PRIMARY

S/ No.	Learning Area	Lesson
1	Mathematical Activities for Learners with Hearing Impairment	5
2	English Language Activities for Learners with Hearing Impairment	5
3	Environmental Activities for Learners with Hearing Impairment	4
4	Creative Activities for Learners with Hearing Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Hearing Impairment	4
7	Kenyan Sign Language Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	<b>Total</b>	<b>31</b>

## GENERAL LEVEL LEARNING OUTCOMES FOR LOWER PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Apply acquired knowledge, skills, values and attitudes in everyday life
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfillment
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations.



## **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 Grade one, the learner should be able to:**

- a) Demonstrate receptive and expressive skills on different themes using varied approaches, modes and media in different
- b) contexts,
- c) Demonstrate skills acquired in Kenyan Sign Language to interact,
- d) Use Kenyan Sign Language to develop appropriate skills, attitudes and values in the society
- e) Demonstrate acquired knowledge to address divergent pertinent and contemporary issues,
- f) Demonstrate reading and interpretation of signs, fingerspelling, pictures, diagrams, illustrations, video clips among
- g) other visual and symbolic language in various modes,
- h) Interpret varied visual stimuli on the immediate environment on issues of day-to-day life,

## SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Number of Lesson
1.0 GREETINGS	1.1.1 Greetings and responses	2
	1.2.1 Forms of greetings	2
	1.3.1 Signs of verbs related to greetings	2
	1.4.1 Songs	2
2.0 SCHOOL	2.1.1 School	2
	2.2.1 Interpreting pictorials of Things found in the classroom	2
	2.3.1 Signs of pronouns related to things found in the classroom	2
	2.4.1 Poem	2
3.0 FAMILY	3.3.1 Nuclear family members	2
	3.2.1 Pre-Signing Skills	2
	3.3.1 pronoun	2
	3.2.1 Pre-Signing Skills	2
4.0 HOME	4.1.1 Signs of things found in the house	2
	4.2.1 Interpreting information from pictorials on things found in the house	2

	4.3.1 adjectives	2
	4.4.1 songs	2
5.0 ICT	5.1.1 Simple ICT devices found at home.	2
	5.2.1 Interpreting pictorials on ICT devices	2
	5.3.1 Signs of Nouns related to ICT devices.	2
	5.4.1 Poem	2
6.0 WEATHER AND ENVIRONMENT	6.1.1 The sky	2
	6.2.1 Interpreting information from pictorials on things found in the sky.	2
	6.3.1 Tenses	2
	6.4.1 Poems	2
7.0 HYGIENE	7.1.1 Hygiene Practices	2
	7.2.1 Interpreting information from pictorials on hygiene practices.	2

	7.3.1 Adverbs	2
	7.4.1 Story telling.	2
8.0 PARTS OF THE BODY	8.1.1 HEAD- eye, ears, mouth, nose, cheek, neck	2
	8.2.1 Interpreting information from pictorials on parts of the body..	2
	8.3.1 pronouns	2
	8.4.1 SONGS	2
9.0 MY FRIENDS	9.1.1 Proper articulation of signs with appropriate facial expression.-Attributes (kind, caring, loving, trust, enjoy,peer,share,like)	2
	9.2.2 Self-introduction	2
	9.3.1 Adjectives-Tall,black,proud,beautiful	2
	9.4.1 Song-My friend	2

## SCOPE AND SEQUENCE

THEMES	GRADE 1	GRADE 2	GRADE3
GREETINGS	Good morning/Good Afternoon/Hello	Etiquette & Greetings-PleaGe/Sorry	Etiquette & Greetings-excuse/possible/introduce/invite
SCHOOL	Things in the Classroom-	Things outside the classroom	Activities in school things within the school compound
FAMILY	Nuclear family	Extended	Family Tree
HOME	Things found in the house	Structures found at home	Activities performed at home
ICT	Simple ICT devise found at home-radio/phone/tv	Simple ICT devices-tablets/smartphones/camera	Simple ICT devise-computer/video camera//projector/laptop
WEATHER AND ENVIRONMENT	THE SKY-sun,stars,moon,clouds	wind,rain,hot and cold	Climate(sunny,rainy,windy)
HYGIENE	sweeping, washing, brush, bath	broom, brush,soap,nail cutter,comb	etiquette in hygiene-covering mouth, grooming
PARTS OF THE BODY	THE HEAD-eyes,ears,mouth,neck,nose, cheek	THE TORSO-chest, hands,stomach,fingers	LOWER PARTS-legs,ankle,shin,thigh, buttock, hips, waist
MY FRIENDS	<b>Self introduction</b>	Hobbies	Dreams & Aspirations

**THEME 1.0 GREETINGS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.1 OBSERVING AND SIGNING</b>	<b>1.1.1 Greetings and responses</b> <ul style="list-style-type: none"><li><b>signs used in greetings</b></li></ul> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; a) identify familiar signs used in greetings, b) use signs related to greetings during interaction, c) respond to different people in different times using signs in greetings, d) appreciate greetings for effective communication.	<ul style="list-style-type: none"><li>Guide the learner to watch videos on greetings and responses.</li><li>In groups, guide the learner to identify greetings and responses from the video clip.</li><li>In pairs, guide learners to demonstrate appropriate signs in greetings as observed from the video clip.</li><li>In pairs or small groups, learners practice greetings and responses in signs during different times of the day.</li><li>In pairs, guide learners to role play greetings and responses related to time.</li></ul>	<ol style="list-style-type: none"><li>How do people greet each other?</li><li>How do different people respond when greeted?</li><li>How do people greet and respond at different times?</li><li>Why do we greet people?</li></ol>

**Core Competencies to be developed;**

- Digital Literacy is enhanced as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration is developed as the learners practice greetings and responses in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to greetings for self- expression.

**Values;**

- Unity: is developed as learners role play greetings and responses related to time.
- Love: is developed as the learner builds positive relationships when greeting one another.
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1. 2 VIEWING AND INTERPRETING</b>	<b>1.2.1 Forms of greetings (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify different forms of greetings used at home,</li> <li>b) sign different forms of greetings from pictorials,</li> <li>c) tell different forms of greetings from pictorials,</li> <li>d) appreciate the use of various forms of greetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learner to observe different forms of greetings from various pictorials or non-print media.</li> <li>• Guide the learner to identify various forms of greetings from the given pictorials or non-print media.</li> <li>• In groups or pairs, talk about various forms of greetings as observed from the pictorials.</li> <li>• In pairs, guide the learner to practice using various forms of greetings(good morning, hello, good afternoon).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people greet each other?</li> <li>2. How do different people respond to greetings?</li> <li>3. How do people greet and respond at different times?</li> <li>4. Why do we greet people?</li> </ol>

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**Core Competencies to be developed:**

- Communication and collaboration: is developed as learners in pairs practice using various forms of greetings.
- Self efficacy: is developed as the learner uses various forms of greetings with peers.

**Pertinent and Contemporary Issues;**

- Effective communication is promoted as the learner uses various forms of greetings.

**Values:**

- Respect is developed as the learners practice turn taking during greetings.
- Unity is developed as learners work together in groups to practice using various forms of greetings.

**Link to other Learning Areas;**

- Language activities as learners use signs of various greetings.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed question

**Suggested Resources;**

Different greeting pictorials, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>1.3</b> <b>GRAMMAR</b></p>	<p><b>1.3.1 Signs of verbs related to greetings</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify verbs related to greetings for effective communication,</p> <p>b) sign verbs related to greetings for effective communication,</p> <p>c) use signs of verbs related to greetings in communication,</p> <p>d) appreciate using verbs related to greetings in communication.</p>	<ul style="list-style-type: none"> <li>• guide the learner to observe signed videos or pictorials on verbs related to greetings(greet, good bye)</li> <li>• in pairs , guide the learner to sign the verbs.</li> <li>• in groups, guide the learners to use signs of verbs related to greetings.</li> <li>• In pairs, guide the learner to sign simple sentences using verbs related to greetings.</li> <li>• in pairs, guide learners to practice using the signs of verbs related to greetings.</li> </ul>	<p>How do we sign verbs related to greetings?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner uses signs related to greetings.
- Communication and collaboration: is developed as the learners work in pairs to practice using the signs of verbs related to greetings.

**Pertinent and Contemporary Issues;**

- Lifeskills: are developed as the learner acquires signs of verbs related to greetings and use them in daily interactions.
- Effective communication: as the learner appropriately uses learnt signs in communication.

**Values;**

- Unity: is developed as learners practice together in pairs or groups, to use signs of verbs related to greetings.
- Respect: is developed as the learner practices together in pairs or groups, to use signs of verbs related to greetings.

**Link to other Learning Areas;**

- English as the learner acquires signs of verbs related to greetings.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.4 PRESENTING	1.4.1 Songs	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify songs related to greetings from a video clip,</li> <li>b) sign sing songs related to greetings for enjoyment,</li> <li>c) sign sing songs related to greetings in different occasions,</li> <li>d) enjoy sign singing songs related to greetings on various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• guide the learner to observe signed videos or pictures on songs related to greetings</li> <li>• in pairs , guide the learner to identify songs related to greetings from the video.</li> <li>• in groups, guide the learners to sign sing songs related to greetings.</li> <li>• in pairs, guide learners to practice sign singing songs related to greetings.</li> </ul>	Why do we sign sing?

**Core Competencies to be developed;**

- Self-efficacy: is developed as the sign sing songs related to greetings.
- Communication and collaboration: is developed as the learners in pairs or groups practice sign singing songs related to greetings.

**Pertinent and Contemporary Issues;**

- social cohesion as the learner sign sings songs related to greetings.

**Values;**

- Unity: is developed as learners practice together in pairs or groups, sign singing songs related to greetings.
- Respect: is developed as the learner practices together in pairs or groups, sign singing songs related to greetings.

**Link to other Learning Areas;**

- Creative arts learner sign sing songs related to greetings.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

**THEME 2.0 SCHOOL**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.1 OBSERVING AND SIGNING</b></p>	<p><b>2.1.1 School</b></p> <ul style="list-style-type: none"> <li>• <b>signs to related classroom</b></li> </ul> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) identify signs related to i classroom for effective communication</li> <li>b) recognize signs related to class room for effective communication</li> <li>c) describe signs related to the classroom</li> <li>d) appreciate using signs related to the classroom for effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe videos/pictorials on things found in the classroom</li> <li>• In groups, guide the learner to identify things found in the classroom from videos and pictorials(<i>things such as book,pencil,broom,dusterpeople such as teachers,subject such as KSL,English activities</i>)</li> <li>• Guide the learner to sign learning corners in the classroom ( (nature corner,shop corner)</li> <li>• Guide learners to fingerspell and sign words related to classroom (<i>people such as house parent,learning areas such as math</i>)</li> <li>• In pairs, guide the learners to talk about things found in the classroom</li> <li>• Guide the learners to fingerspell and sign materials used to clean the classroom</li> <li>• In group, guide the learner to sign sing song related to things found in the classroom</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign things found in the classroom?</li> <li>2. How do you sign your class teacher?</li> <li>3. How do we use a broom?</li> </ol>



**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration: is developed as the learners practice signing words related to the classroom in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to things found in the classroom for self - expression.

**Values;**

- Unity: is developed as learners work in group sign singing songs related to things found in the classroom
- Love: is developed as the learner builds positive relationships when fingerspelling and signing signs related to classroom
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Link to other Learning Areas;**

- Environmental activities; As the learners develop positive responsibility towards their class room environment

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>2.2 VIEWING AND INTERPRETING</b></p>	<p><b>2.2.1 Interpreting pictorials of signs related to classroom (2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to classroom,</p> <p>b) sign names related to classroom</p> <p>c) describe signs related to classroom for communication,</p> <p>d) appreciate the use of signs related to classroom for expression</p>	<ul style="list-style-type: none"> <li>● Guide the learner to observe and interpret pictorials of signs related to the classroom.</li> <li>● Guide the learner to fingerspell and sign names of various things found in the classroom from the given pictorials(<i>things such as book,broom,pencil,people such as teachers,subject such as KSL</i>)</li> <li>● In groups or pairs, guide the learners to talk about signs related to classroom as observed from the pictorials.</li> <li>● In groups guide the learner to sign various resource corners in classroom(nature corner,shop corner)</li> <li>● In group, guide the learner to practice signing things related to the classroom as observed from the pictorials.</li> <li>● Guide the learners to fingerspell and sign materials used to clean the classroom from the pictorials</li>   <li>● Guide the learners to sign sing songs related to classroom</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign things found in the classroom ?</li> <li>2. How do we sign people in our school?</li> </ol>

<b>Core Competencies to be developed;</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: is developed as learners sign related to the classroom from the pictorials.</li> <li>• Self efficacy: is developed as the learner uses various signs related to classroom.</li> </ul>				
<b>Values;</b>				
<ul style="list-style-type: none"> <li>• Responsibility: is developed as learners take responsibility for the things found in the classroom.</li> <li>• Unity: is developed as learners work together in groups to practice using signs related to the classroom</li> </ul>				
<b>Pertinent and Contemporary Issues;</b>				
<ul style="list-style-type: none"> <li>• Effective communication is promoted as the learner uses various signs related to the classroom</li> </ul>				
<b>Link to other Learning Areas;</b>				
<ul style="list-style-type: none"> <li>• Language activities as learners use signs related to the classroom.</li> </ul>				
<b>Suggested modes of Assessment;</b>				
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<b>Suggested Resources;</b>				
Different greeting pictorials, charts, Learner's interactive materials, KSL DVD's.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>2.3</b> <b>GRAMMAR</b></p>	<p><b>2.3.1 Signs of pronouns related to classroom</b> <b>ME, YOU</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify pronouns related to classroom for effective communication,</p> <p>b) sign pronouns related to classroom for effective communication,</p> <p>c) use signs of pronoun related to classroom for communication,</p> <p>d) appreciate using pronouns related to classroom for communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictorials on pronouns related to classroom</li> <li>• In pairs , guide the learner to sign the pronouns.</li> <li>• In groups, guide the learners to use signs of pronoun related the classroom(<i>things such as book,pencil,people such as teachers,subject such as KSL</i>)</li> <li>• In pairs, guide the learner to sign simple sentences using pronoun related to the classroom</li> </ul>	<p>How do we sign pronouns related to things found in the classroom?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner uses signs related to the classroom
- Communication and collaboration: is developed as the learners work in pairs to practice using the signs of pronouns related to the class room

**Pertinent and Contemporary Issues;**

- Lifeskills are developed as the learner acquires signs of pronouns related to the classroom and use them in daily interactions.
- Effective communication as the learner appropriately uses learnt signs in communication.

**Values;**

- Unity: is developed as learners practice together in pairs or groups, to use signs of pronouns related to classroom.
- Respect: is developed as the learner practices together in pairs or groups, to use signs of pronouns related to the classroom.

**Link to other Learning Areas;**

- English Language activities learner acquire signs of pronouns related to the classroom

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>2.4 PRESENTING</b>	<b>2.4.1 Poem</b>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify poems related to classroom from a video clip,</li> <li>b) Recite (sign) poems related to classroom for enjoyment,</li> <li>c) recite poems related to the classroom for different occasions,</li> <li>d) enjoy reciting poems related to classroom on various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• guide the learner to observe signed videos or pictures on poems related to the classroom</li> <li>• in pairs , guide the learner to identify poems related to the classroom from the video.</li> <li>• in groups, guide the learners to recite poems related to the classroom</li> <li>• in pairs, guide learners to practice reciting poems related to the classroom</li> </ul>	<p>Why do we recite a poem?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner recites(signs) a poem related to the classroom
- Communication and collaboration: is developed as the learners in pairs or groups practice reciting a poem related to classroom

**Pertinent and Contemporary Issues;**

- social cohesion as the learner recites the poem related to things found in the classroom

**Values;**

- Unity: is developed as learners practice together in pairs or groups, recite poem related to classroom
- Respect: is developed as the learner practices together in pairs or groups, reciting poems related to classroom.

**Link to other Learning Areas;**

- Language activities : as learners recite poems related to classroom.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

**THEME 3.0 FAMILY**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>3.1 OBSERVING AND SIGNING</b></p>	<p><b>3.3.1 Nuclear family members</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate clear signs fluency and Signing Vocabulary used in nuclear family</b> (5 lessons)</li> </ul>	<p>By the end of the Sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) recognise signs of vocabulary related to The Family,</li> <li>b) identify the signs of nuclear family for knowledge acquisition,</li> <li>c) sign the vocabulary related to nuclear family for effective communication</li> <li>d) use signs related to the nuclear family for skill acquisition</li> <li>e) appreciate the role of the nuclear family.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch videos on family conversation and responses.</li> <li>• In groups, guide the learner to identify nuclear family members and responses from the video clip.</li> <li>• In pairs, guide learners to demonstrate appropriate fingerspelling of nuclear family members as observed from the video clip.</li> <li>• In pairs, guide learners to demonstrate appropriate signs of members of the nuclear family as observed from the video clip.</li> <li>• In pairs or small groups, learners practice fingerspelling and responses in signs during different times of the day.</li> <li>• In pairs, guide learners to role play nuclear family members and responses related to their signs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are your family members important?</li> <li>2. Why should we articulate signs or fingerspell words appropriately?</li> <li>3. How can we observe keenly during conversations?</li> </ol>



**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration: is developed as the learners sign vocabularies on nuclear family and responses in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to nuclear family members for self - expression.

**Values;**

- Unity: is developed as learners role play and responds to questions related to the nuclear family.
- Love: is developed as the learner builds positive relationships with members of the nuclear family.
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Link to other Learning Areas;**

- Environmental activities; As the learners develop positive relationships as they interact with nuclear family members at home

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.2 VIEWING AND INTERPRETING</b>	<b>3.2.1 Pre-Signing Skills</b> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• hand to eye coordination</li> </ul> <b>(2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the members of nuclear family,</p> <p>b) identify the target signs in preparation for signing,</p> <p>c) sign the vocabulary corresponding to the target members of nuclear family,</p> <p>d) appreciate for the importance of eye contact in communication</p>	<ul style="list-style-type: none"> <li>• Guide the learners in pairs to watch captioned video clips or observe a signed demonstration of vocabulary related to nuclear family.</li> <li>• Guide the learners in pairs, to identify fingerspell and sign vocabulary related to nuclear family.</li> <li>• Guide the learner to track print through finger pointing as the teacher signs.</li> <li>• Guide learner Individually to match and pair signs with pictures representing members of the nuclear family.</li> </ul>	<p>1. Why do we observe signs (eye contact) when communicating?</p>

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs practice using various forms of eye contact.
- Self efficacy: is developed as the learner uses appropriate eye contact during conversation with peers.

**Pertinent and Contemporary Issues;**

- Effective communication: is promoted as the learner uses appropriate forms of eye contacts during communication.

**Values;**

- Respect: is developed as the learners practice signing vocabulary related to nuclear family members using appropriate eye contact
- Unity: is developed as learners work together in groups to practice using various forms of eye contacts while communicating.

**Link to other Learning Areas;****Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Different family tree pictorials, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>3.3</b> <b>GRAMMAR</b></p>	<p><b>3.3.1</b> <b>pronoun</b>  (<b>ME,</b> <b>YOU</b>)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify pronouns related to nuclear family for effective communication,</li> <li>b) sign pronouns related to nuclear family for effective communication,</li> <li>c) appreciate the use of pronouns related to nuclear family in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learner in pairs or groups to observe signed videos or pictorials on pronouns related to nuclear family (<b>YOU FATHER HAVE, ME SISTER HAVE</b>)</li> <li>• Guide the learner in pairs to sign the pronouns</li> <li>• In pairs, guide the learner to sign simple sentences using pronouns related to nuclear family.</li> <li>• in pairs, guide learners to practice using the signs of verbs related to greetings.</li> </ul>	<p>How do we sign pronouns related to the nuclear family?</p>

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses signs related to greetings.</li> <li>• Communication and collaboration: is developed as the learners work in pairs to practice using the signs of pronouns related to the nuclear family.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Lifeskills are developed as the learner acquires signs of pronouns related to the nuclear family and use them in daily interactions.</li> <li>• Effective communication as the learner appropriately uses learnt signs in communication.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, to use signs of pronouns related to the nuclear family.</li> <li>• Respect: is developed as the learner practices together in pairs or groups, to use signs of pronouns related to the nuclear family.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• English as the learner acquires signs of pronouns related to the nuclear family.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b>  Chart showing family tree, Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.4PRESENTING</b>	<b>3.4.1 Songs</b>	By the end of the sub strand, the learner should be able to; a) identify songs related to the nuclear family from a video clip, b) sign sing songs related to the nuclear family for enjoyment, c) sign songs related to nuclear family for different occasions, d) enjoy songs related to the nuclear family on various occasions.	<ul style="list-style-type: none"> <li>● Guide the learner to observe signed videos or pictorials on songs related to nuclear family</li> <li>● In pairs , guide the learner to identify songs related to nuclear family from the video.</li> <li>● In groups, guide the learners to sign sing songs related to nuclear family.</li> <li>● In pairs, guide learners to practice sign singing songs related to nuclear family.</li> </ul>	Why do we sign sing?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● Self-efficacy: is developed as the learner signs songs related to nuclear family.</li> <li>● Communication and collaboration: is developed as the learners in pairs or groups practice signs songs related to nuclear family.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● social cohesion as the learner signs songs related to nuclear family.</li> </ul>				
<b>Values;</b> <ul style="list-style-type: none"> <li>● Unity: is developed as learners practice together in pairs or groups, sign singing songs related to greetings.</li> <li>● Respect: is developed as the learner practices together in pairs or groups,sign singing songs related to greetings.</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>● <b>Creative arts</b> learner signs songs related to nuclear family.</li> </ul>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> <li>● Signed questions</li> </ul>				
<b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.				

<b>THEME 4.0 HOME</b>				
<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 OBSERVING AND SIGNING</b>	<b>4.1.1 Signs related to the house (2 lessons)</b>	By the end of the sub strand, the learner should be able to; a) identify signs related to the house, b) sign words related to the house, c) use signs related to the house to construct sentences, d) appreciate the use of signs related to the house in daily life.	<ul style="list-style-type: none"> <li>● Guide the learner to watch signed videos with signs of things found in the house.</li> <li>● In groups, guide the learner to fingerspell and sign names of various things found in the house from the given pictorials or videos(table, chair, utensils,cupboard,television, )</li> <li>● In groups, guide the learner to fingerspell and sign names of people found at home from the given pictorials or videos (mother, father, sister, brother, grandmother )</li> <li>● In pairs, guide learners to use signs of things found in the house to make simple sentences.</li> <li>● Guide learners to sign sing songs related to things found in the house.</li> <li>● In pairs or small groups, learners practice using signs of things found in the house to make simple sentences.</li> </ul>	How do we sign things found in the house?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice using signs words related to the house to make simple sentences in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs of words related to the house for self - expression.
- Effective communication: is developed as the learner uses signs of words related to the house to make sentences.

**Values;**

- Unity: is developed as learners work in pairs or groups to make sentences using the signs of words related to the house .
- Respect: is developed as learners take turns when constructing sentences using signs of words related to the house .

**Link to other Learning Areas;**

- Environmental activities; As the learners use appropriate signs to talk about things found in the house.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.2VIEWING AND INTERPRETING</b>	<b>4.2.1 Interpreting information from pictorials on things found in the house. (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of things found in the house,</p> <p>b) sign names of things found in the house,</p> <p>c) describe signs of things found in the house for effective communication,</p> <p>d) appreciate the use of signs related to things found in the house in daily life.</p>	<ul style="list-style-type: none"> <li>● Guide the learner to observe pictorials with signs of things found in the house.</li> <li>● Guide the learner to interpret information from the pictorials and share with peers.</li> <li>● In groups, guide the learner to identify signs of things found in the house from the pictorials.</li> <li>● In groups, guide the learner to fingerspell and sign names of various things found in the house from the given pictorials or videos(table, chair, utensils,cupboard,television, )</li> <li>● In pairs, guide learners to talk about things found in the house.</li> <li>● In pairs or small groups, learners practice using signs of things found in the house.</li> </ul>	<p>How do we sign things found in the house?</p>

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: is developed as learners in pairs or small groups, practice using signs of things found in the house..</li> <li>• Self efficacy: is developed as the learners talk about things found in the house in pairs.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Life Skills: are developed as the learner identifies signs of things found in the house for self - expression.</li> <li>• Effective communication: is promoted as the learner uses signs of things found in the house for self expression.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Respect: is developed as the learners practice turn taking when talking about signs of things found in the house.</li> <li>• Unity: is developed as learners work together in groups to practice using signs of things found in the house.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Language activities as learners use signs of things found in the house.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b>  Different greeting pictorials, charts, Learner's interactive materials, KSL DVD's.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>4.3</b> <b>GRAMMAR</b></p>	<p><b>4.3.1</b> <b>adjectives</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify adjectives used to describe things found in the house,</p> <p>b) use signs of adjectives to describe things found in the house,</p> <p>c) appreciate the importance of using adjectives to describe things found in the house.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on adjectives used to describe things found in class (big, red, small)</li> <li>• In pairs , guide the learner to sign adjectives used to describe things found in the house.</li> <li>• In groups, guide the learners to use signs of adjectives to describe things found in the house.</li> <li>• In pairs, guide the learner to sign simple sentences using adjectives to describe things found in the house.</li> <li>• In pairs, guide learners to practice using the signs of adjectives to describe things found in the house.</li> </ul>	<p>How do we sign adjectives?</p>

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses adjectives to describe things found in the house.</li> <li>• Communication and collaboration: is developed as the learners work in pairs to practice describing things found in the house using signs of adjectives.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Life skills: are developed as the learner acquires signs of adjectives used to describe things found in the house.</li> <li>• Effective communication: as the learner appropriately uses signs of adjectives in communication.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, to use signs of adjectives to describe things found in the house.</li> <li>• Respect: is developed as the learner practices together in pairs or groups, to use signs of adjectives to describe things found in the house.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• English Language Activities as the learner acquires signs of adjectives.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.4 PRESENTING	4.4.1 songs	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify songs related to things found at home from a video clip,</p> <p>b) sign sing songs related to things found at home for enjoyment,</p> <p>c) enjoy singing songs related to things found at home on various occasions.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictures on songs related to things found at home.</li> <li>• In pairs , guide the learner to identify songs related to things found at home from the video.</li> <li>• In groups, guide the learners to sign sing songs related to things found at home.</li> <li>• In pairs, guide learners to practice sign singing songs related to things found at home.</li> </ul>	Why do we sign sing?

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the sign sing songs related to things found at home .</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups practice sign singing songs related to things found in the house.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• social cohesion as the learners in groups sing songs related to things found at home.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, sign singing songs related to things found in the house..</li> <li>• Respect: is developed as the learner practices together in pairs or groups,sign singing songs related to things found in the house.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Creative arts learner sign sing songs related to things found in the house.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

<b>THEME 5.0 ICT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.1 OBSERVING AND SIGNING</b>	<b>5.1.1</b>  <b>Simple ICT devices found at home.</b> <ul style="list-style-type: none"> <li>• <b>Radio</b></li> <li>• <b>Phone</b></li> <li>• <b>Television</b></li> </ul> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of ICT devices found at home,</li> <li>b) sign ICT devices found at home.,</li> <li>c) use signs of ICT devices in communication,</li> <li>d) appreciate the use of ICT devices signs in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch videos clips, charts or pictures on simple ICT devices.</li> <li>• In groups, guide the learner to identify the radio, phones and television from the video clip, charts or pictures.</li> <li>• In pairs guide learners to sign simple ICT devices.</li> <li>• In pairs or small groups guide learners to use the signs of ICT devices in simple sentences.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign simple ICT devices</li> <li>2. Why do we sign ICT devices?</li> </ol>

**Core Competencies to be developed;**

- Digital Literacy: is developed as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration: is developed as the learners sign the ICT devices in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs of ICT devices for self - expression.

**Values;**

- Unity: is developed as the learners sign the ICT devices together
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Link to other Learning Areas;**

- Language activities; as the learners use the signs of ICT devices.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.2 VIEWING AND INTERPRETING</b>	<b>5.2.1 Interpreting pictorials on ICT devices (2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify simple ICT devices used at home,</li> <li>b) sign ICT devices from the pictorials,</li> <li>c) tell different ICT devices from pictorials,</li> <li>d) appreciate the use of ICT devices in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe different ICT devices from various pictorials.</li> <li>• Guide the learner to identify various ICT devices from the given pictorials,</li> <li>• In groups or pairs, talk about various types of ICT devices observed from the pictorials.</li> <li>• In pairs, guide the learner to practice using various signs of ICT devices</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign simple ICT devices?</li> <li>2. Why do we have different signs of ICT devices</li> </ol>

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners practice using signs of simple ICT devices.
- Self efficacy: is developed as the learner uses signs of simple ICT devices appropriately.

**Pertinent and Contemporary Issues;**

- Effective communication: is developed as the learner uses various signs of simple ICT devices.

**Values;**

- Respect: is developed as the learners practice turn taking during signing ICT devices.
- Unity: is developed as learners work together in groups to practice using various signs of ICT devices

**Link to other Learning Areas;**

- Language activities as learners use signs of various ICT devices.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Different greeting pictorials, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.3 GRAMMAR</b>	<b>5.3.1 Signs of Nouns related to ICT devices.</b>	By the end of the sub strand, the learner should be able to; a) identify nouns related to ICT devices for effective communication, b) sign nouns related to ICT devices for effective communication, c) use signs of nouns related to ICT devices in communication, d) appreciate using nouns related to ICT devices in communication.	<ul style="list-style-type: none"> <li>● Guide the learner to observe signed videos or pictorials on nouns related to ICT devices(radio, phone, television)</li> <li>● In pairs , guide the learner to sign the nouns..</li> <li>● In groups, guide the learners to use signs of nouns related to ICT devices.</li> <li>● In pairs, guide the learner to sign simple sentences using nouns related to ICT devices.</li> <li>● In pairs, guide learners to practice using the signs of nouns related to ICT devices.</li> </ul>	How do we sign nouns related to ICT devices?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● Self-efficacy: is developed as the learner uses signs related to ICT devices..</li> <li>● Communication and collaboration: is developed as the learners work in pairs to practice using the signs of nouns related to ICT devices.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>● Lifeskills: are developed as the learner acquires signs of nouns related to ICT devices and use them in daily interactions.</li> <li>● Effective communication: as the learner appropriately uses learnt signs in communication.</li> </ul>				
<b>Values;</b> <ul style="list-style-type: none"> <li>● Unity: is developed as learners practice together in pairs or groups, to use signs of nouns related to ICT devices.</li> <li>● Respect: is developed as the learner practices together in pairs or groups, to use signs of nouns related to ICT devices.</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>● Language activities as the learner acquires signs of nouns related to ICT devices.</li> </ul>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> <li>● Signed questions</li> </ul>				
<b>Suggested Resources;</b> Video clips, smart phones, electronic devices, pictures of different ICT devices, Learner’s interactive materials, KSL DVD’s.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.4 <b>PRESENTING</b>	5.4.1 <b>Poem</b>	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> <li>. identify poems related to ICT devices from a video clip,</li> <li>a. sign poems related to ICT devices for enjoyment,</li> <li>b. sign poems related to ICT devices on message delivery,</li> <li>c. enjoy signing poems related to ICT for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>● guide the learner to observe signed videos or pictorials on poems related to ICT devices.</li> <li>● In pairs, guide the learner to identify poems related to ICT devices from the video.</li> <li>● In groups, guide the learners to sign poems related to ICT.</li> <li>● In pairs, guide learners to practice signing poems related to ICT devices</li> </ul>	Why do we sign poems?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>● Self-efficacy: is developed as the learner uses signs related to ICT devices.</li> <li>● Communication and collaboration: is developed as the learners in pairs or groups practice signing signs related to ICT. devices.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> social cohesion: as the learner signs together with others signs related to ICT devices.				
<b>Values;</b> <ul style="list-style-type: none"> <li>● Unity: is developed as learners practice together in pairs or groups, signs related to ICT..</li> <li>● Respect: is developed as the learner practices together in pairs or groups, signing signs related to ICT devices</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>● Language activities as learners sign the signs related to ICT devices.</li> </ul>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Peer assessment</li> <li>● Signed questions</li> </ul>				
<b>Suggested Resources;</b> Video clips, smart phones, electronic devices, pictures of the ICT devices Learner’s interactive materials, KSL DVD’s.				

**THEME 6.0 WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>6.1 OBSERVING AND SIGNING</b></p>	<p><b>6.1.1</b> <b>The sky</b></p> <ul style="list-style-type: none"> <li>• <b>sun</b></li> <li>• <b>moon</b></li> <li>• <b>stars</b></li> <li>• <b>clouds</b></li> </ul>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to weather for effective communication,</p> <p>b) fingerspell names of things found in the sky,</p> <p>c) sign names of things found in the sky,</p> <p>d) use signs of things found in the sky to make simple sentences,</p> <p>e) appreciate the use of signs related to things found in the sky.</p>	<ul style="list-style-type: none"> <li>• Guide the learners to observe a signed video clip on signs related to weather.</li> <li>• In pairs or in groups, guide the learner to identify the signs related to weather.</li> <li>• In pairs, guide learners to use signs of things found in the sky to make simple sentences.</li> <li>• In pairs or small groups, learners practice using signs of things found in the sky to make simple sentences.</li> </ul>	<p>How do we sign things in the sky?</p>

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the sign words related to weather.</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups practice using signs of words related to weather.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Effective communication: is promoted as the learner uses signs of things in the sky in sentences.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is promoted: as the learners make sentences using signs for things found in the sky in pairs and groups.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Language activities as the learner acquires signs for things in the sky.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 VIEWING AND INTERPRETING</b>	<b>6.2.1</b> <b>Interpreting information from pictorials on things found in the sky.</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of things found in the sky,</li> <li>b) sign names of things found in the sky,</li> <li>c) describe signs of things found in the sky for effective communication,</li> <li>d) appreciate the use of signs of things found in the sky in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe pictorials with signs of things found in the sky.</li> <li>• Guide the learner to interpret information from the pictorials and share with peers.</li> <li>• In groups, guide the learner to identify signs of things found in the sky from the pictorials.</li> <li>• In pairs, guide learners to talk about things found in the sky.</li> <li>• In pairs or small groups, learners practice using signs of things found in the sky.</li> </ul>	How do we tell information from pictorials?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs or small groups, practice using signs of things found in the sky .
- Self efficacy: is developed as the learners talk about things found in the sky in pairs.

**Pertinent and Contemporary Issues;**

- Effective communication is developed as the learner uses signs of things in the sky.

**Values;**

- Responsibility: is developed as learners take care of learning resources.
- Unity: is developed as learners work together in pairs to make sentences using signs of things in the sky.

**Link to other Learning Areas;**

- Environmental activities as the learner learns about weather.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 GRAMMAR	<b>6.3.1</b> <b>Tenses</b> <ul style="list-style-type: none"> <li>• <b>present</b></li> </ul>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify the tense used to talk about things in the sky for acquisition of knowledge,</li> <li>b) use the present tense to talk about things in the sky in communication,</li> <li>c) appreciate the importance of using signs of things found in the sky in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on things found in class.</li> <li>• In pairs, guide the learner to identify the tense used to talk about things found in the sky from the video clip..</li> <li>• In pairs, guide the learner to sign simple sentences using present tense to talk about things found in the sky.</li> <li>• in pairs, guide learners to practice using present tense to talk about things found in the sky.</li> </ul>	How do we use present tense to talk about things found in the sky?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups use present tense to make sentences.
- Self efficacy: is developed as the learner uses present tense to talk about things in the sky.

**Pertinent and Contemporary Issues;**

- Effective communication: as the learner uses present tense to make sentences.

**Values;**

- Respect: as the learner takes turns when making sentences in pairs and groups.

**Link to other Learning Areas;**

- Environmental activities as the learner learns about weather.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, realia, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 PRESENTING	6.4.1 Poems	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) identify poems related to things found in the sky from a video clip,</li> <li>b) recite (sign) poems related to things found in the sky for enjoyment,</li> <li>c) recite poems related to things found in the sky for different occasions,</li> <li>d) enjoy reciting poems related to things found in the sky in various occasions.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictures on poems related to things found in the sky.</li> <li>• In pairs, guide the learner to identify poems related to things found in the sky from the video.</li> <li>• In groups, guide the learners to recite poems related to things found in the sky.</li> <li>• In pairs, guide learners to practice reciting poems related to things found in the sky.</li> </ul>	How do we recite poems?

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner recites(signs) a poem related to things found in the sky.
- Communication and collaboration: is developed as the learners in pairs or groups practice reciting a poem related to things found in the sky.

**Pertinent and Contemporary Issues;**

Social cohesion as the learner recites the poem related to things found in the sky.

**Values;**

Respect: as the learner takes turns to recite poems in pairs and groups.

**Link to other Learning Areas;**

Creative arts as the learner recites poems.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

<b>THEME 7.0 HYGIENE</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>7.1 OBSERVING AND SIGNING</b>	<b>7.1.1</b> <b>Hygiene Practices</b> <ul style="list-style-type: none"> <li>• <b>Sweeping</b></li> <li>• <b>Washing</b></li> <li>• <b>Brushing</b></li> <li>• <b>Bathing</b></li> </ul>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs related to hygiene practices for effective communication,</li> <li>b) Sign hygiene practices for skill acquisition,</li> <li>c) Use signs for hygiene practices for effective communication,</li> <li>d) acknowledge the importance of hygiene practices. in day today 's life.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos , charts or illustrations on hygiene.</li> <li>• In groups, guide learners to identify the signs of various hygiene practices.</li> <li>• In pairs, guide the learners to sign various hygiene practices ( sweeping, washing, brushing, bathing)</li> <li>• In groups, guide the learners to use signs of the hygiene practices to make simple sentences.</li> <li>• In pairs guide the learners to practice using the signs to make simple sentences</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign hygiene practices?</li> <li>2. Why do you keep yourselves clean?</li> </ol>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner uses the signs of hygiene practices to make sentences.
- Communication and collaboration: is developed as the learners in pairs or groups practice signing the signs of hygiene practices

**Pertinent and Contemporary Issues;**

- Effective communication as the learner appropriately uses learnt signs in communication.

**Values;**

- Unity as the learner signs the hygiene practices together.
- Responsibility as the learner takes care of the cleaning materials together..

**Link to other Learning Areas;**

- Language activities as the learner uses signs of hygiene practices in communication.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, brooms, toothbrush, toothpaste, soap, charts or illustration, realia, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.2 VIEWING AND INTERPRETING</b>	<b>7.2.1 Interpreting information from pictorials on hygiene practices.</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to hygiene practices from various pictorials,</p> <p>b) Tell signs of hygiene practices for skill acquisition,</p> <p>c) Use signs for hygiene practices to tell the meaning.</p> <p>d) acknowledge the importance of hygiene practices. in day today 's life.</p>	<ul style="list-style-type: none"> <li>● Guide the learner to observe various pictorials, charts or illustrations on hygiene practices..</li> <li>● In groups, guide learners to identify the signs of various hygiene practices.</li> <li>● In pairs, guide the learners to tell signs of various hygiene practices ( sweeping, washing, brushing, bathing)</li> <li>● In groups, guide the learners to tell the meaning of the signs.</li> <li>● In pairs guide the learners to use the signs to tell simple stories</li> </ul>	<p>How do you interpret simple pictures?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner tells the meaning of the signs.

**Pertinent and Contemporary Issues;**

- Effective communication is developed as the learner uses signs of health practices.

**Values;**

- Unity: as the learner tells the meaning of the signs of hygiene practices together.
- Responsibility: as the learner tells the information from the pictorials, charts or illustrations correctly...

**Link to other Learning Areas;**

Environmental activities as the learners keep home and school environment clean.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, magazines, pictures, electronic devices, Learner's interactive materials, KSL DVD



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 GRAMMAR	7.3.1 Adverbs	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the signs of adverbs for knowledge acquisition,</p> <p>b) sign the adverbs related to hygiene for skill acquisition,</p> <p>c) use signs of adverb related to hygiene in communication,</p> <p>d) appreciate using adverbs related to hygiene in communication,</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos,charts on adverbs related to hygiene(clean,smart, fast, slow)</li> <li>• In pairs , guide the learner to sign the adverbs..</li> <li>• In groups, guide the learners to use signs of adverbs related to hygiene.</li> <li>• In pairs, guide the learner to sign simple sentences using adverbs related to hygiene.</li> <li>• In pairs, guide learners to practice using the signs of adverbs related to hygiene</li> </ul>	How do you sign adverbs?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups sign adverbs related to hygiene.

**Pertinent and Contemporary Issues;**

- Effective communication: is developed as the learner uses signs of adverbs related to hygiene.

**Values;**

- Respect: is developed as the learner practices together in pairs or groups, signing adverbs related to hygiene..

**Link to other Learning Areas;**

- English language activities as learners use the signs related to hygiene

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, realia, flash cards, electronic devices, Learner's interactive materials, KSL DVD

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>7.4 PRESENTING</b>	<b>7.4.1 Story telling.</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify stories related to hygiene from a video clip,</p> <p>b) sign stories related to hygiene for enjoyment,</p> <p>c) sign stories related to hygiene as sources of information.</p> <p>d) enjoy signing stories related to hygiene for effective communication.</p> <p>e)</p>	<ul style="list-style-type: none"> <li>● guide the learner to observe signed videos, pictorials or charts on stories related to hygiene</li> <li>● In pairs, guide the learner to identify stories related to hygiene from the video or charts..</li> <li>● In groups, guide the learners to sign stories related to hygiene,</li> <li>● In pairs, guide learners to practice signing stories related to hygiene</li> <li>● Individually guide the learner to retell narrated stories related to hygiene</li> </ul>	Why do you tell stories?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs or small groups sign stories related to hygiene .
- Self efficacy: is developed as the learner retells a narrated story related to hygiene.

**Pertinent and Contemporary Issues;**

- social cohesion: as the learner signs the story related to hygiene together with others.

**Values;**

- Unity: is developed as learners sign the story related to hygiene in groups or in pairs..
- Respect: is developed as the learner practices signing the story together in pairs or in groups.

**Link to other Learning Areas;**

- English language activities as learner build vocabulary when signing the story

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed question

**Suggested Resources;**

Video clips, charts or illustration, realia, flash cards, pictures, electronic devices, Learner's interactive materials, KSL DVD

**THEME 8.0 BODY PARTS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>8.1 OBSERVING AND SIGNING</b></p>	<p><b>8.1.1</b></p> <p>eye</p> <p>ears</p> <p>mouth</p> <p>nose</p> <p>ear</p> <p>head</p> <p>shoulder</p> <p>knees</p> <p>toes</p> <p>senses</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify fingerspell and signs parts of the body for effective communication</p> <p>b) use signs related to parts of the body for effective communication</p> <p>c) describe the function of the body parts</p> <p>d) appreciate using signs related to parts of the body for self awareness</p>	<ul style="list-style-type: none"> <li>● Guide the learner to observe videos/pictorials on parts of the body.</li> <li>● In groups, guide the learner to identify parts of the body from videos and pictorials. (eye, ears,mouth,nose,head,shoulder,knees, toes,senses)</li> <li>● Guide learners to fingerspell and sign words related to body part</li> <li>● In group, guide the learner to sign sing song related to things found in the classroom</li> <li>● Guide the learner to sign the work of each body part mention(eye, ears,mouth,nose,head,s houlder,knees, toes,hair,senses)</li> <li>● In pair,guide the learner to state how to keep parts of the body clean (eye, ears,mouth,nose,head,shoulder, knees, toes,hair,senses)</li> <li>● Guide the learner to fingerspell and sign items used to clean parts of our body(face towel,towel)</li> <li>● Guide the learner to sign sing song related to the body parts</li> </ul>	<p>How do we sign the body parts?</p>

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice using signs of body part in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Effective communication: is enhanced as learner appropriately uses signs related to body part in communication

**Values;**

- Unity: cooperation is nurtured as learner appreciate other's opinions in group work activities.
- Responsibility: is developed as learner work in groups to sign vocabularies related to body parts and keep their body parts clean

**Link to other Learning Areas;**

- English Language activities as the learner uses signs related to body parts in communication.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.2 VIEWING AND INTERPRETING</b>	<b>8.2.1</b> <b>Interpreting information from pictorials on parts of the body.</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs related to body part</li> <li>b) sign and fingerspell names of the parts of the body</li> <li>c) uses signs related to parts of the body for effective communication,</li> <li>d) appreciate the use of body parts in day-to-day survival .</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe pictorials with signs related to parts of the body.(eye, ears,mouth,nose, head,shoulder,knees, toes,)</li> <li>• Guide the learner to interpret information related to parts of the body from the pictorials and share with peers.</li> <li>• In groups, guide the learner to identify signs related to the parts of the body from the pictorials.(eye, ears,mouth, nose,head,shoulder,knees, toes,)</li> <li>• In pairs or small groups, guide learners practice using signs related to parts of the body..</li> </ul>	How do we tell information from pictorials?

**Core Competencies to be developed;**

- Communication and collaboration is developed as learners in pairs or small groups, practice using signs related to body part
- Self efficacy is developed as the learners use signs related to body parts.

**Pertinent and Contemporary Issues;**

- Effective communication:is enhanced as learner appropriately uses signs related to body part in communication

**Values;**

- Unity: cooperation is nurtured as learner appreciate other's opinions in group work activities.
- Responsibility: is developed as learner work in groups to sign vocabularies related to body parts.
- Respect:is enhanced as learners work together in group using signs related to body parts.

**Link to other Learning Areas;**

- Environmental activities-as learners learn how to clean various body parts

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 GRAMMAR	8.3.1 pronouns <b>THIS</b> <b>THAT</b>	By the end of the sub strand, the learner should be able to; a) identify the signs of pronoun for knowledge acquisition, b) fingerspell and sign the pronouns related to parts of the body for skill acquisition, c) use signs of pronoun related to parts of the body in communication, d) appreciate using pronouns related to parts of the body in communication,	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos,charts on pronouns related to parts of the body (this ,that, )</li> <li>• In pairs , guide the learner to identify signs of pronouns related to parts of the body</li> <li>• In pairs , guide the learner to sign the pronouns related to parts of the body</li> <li>• In groups, guide the learners to use signs and pronouns related to parts of the body.</li> <li>• In pairs, guide the learner to sign simple sentences using pronouns related to body parts.</li> <li>• In pairs, guide learners to practice using the signs of pronouns related to parts of the body</li> </ul>	How do we sign pronouns?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups sign pronouns related to parts of the body

**Pertinent and Contemporary Issues;**

- Effective communication: is developed as the learner uses signs of pronoun related to part of the body

**Values;**

- Respect: is developed as the learner practices together in pairs or groups, signing pronouns related to parts of the body.

**Link to other Learning Areas;**

- English language activities as learners use the signs related to parts of the body

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.4 PRESENTING</b>	<b>8.4.1 SONGS</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify songs related to part of the body from a video clip,</p> <p>b) sign sing songs related to parts of the body for enjoyment,</p> <p>c) Practice sign singing songs related to parts of the body</p> <p>d) enjoy singing songs related to part of the body at home or in school on various occasions.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictures with songs related to parts of the body</li> <li>• Guide the learner to identify songs related to parts of the body from the video clip (eye, ears, mouth, nose, head, shoulder, knees, toes,)</li> <li>• In groups, guide the learners to sign sing songs related to parts of the body</li> <li>• In pairs, guide learners to practice sign singing songs related to</li> </ul>	Why do we sing?

**Core Competencies to be developed;**

- Self-efficacy: is developed as the sign sing songs related to parts of the body .
- Communication and collaboration: is developed as the learners in pairs or groups practice sign singing songs related to parts of the body

**Pertinent and Contemporary Issues;**

- social cohesion as the learners in groups sing songs related parts of the body

**Values;**

- Unity: is developed as learners practice together in pairs or groups, sign singing songs related to parts of the body.
- Respect: is developed as the learner practices together in pairs or groups,sign singing songs related to part of the body.

**Link to other Learning Areas;**

- English language activities-as learners signs words related to parts of the body

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's

**THEME 9.0 MY FRIEND**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>9.1 OBSERVING AND SIGNING</b>	<b>9.1.1 Proper articulation of signs with appropriate facial expression.-Attributes (kind, caring, loving, trust, enjoy,peer,share,like)  (2 lessons)</b>	By the end of the sub strand, the learner should be able to; a) recognise signs of attributes related to My Friend, b) signs attributes related to My Friend, c) appreciate the use of appropriate facial expression in communication	<ul style="list-style-type: none"><li>• Guide the learner to watch signed videos with attributes related to My Friend.</li><li>• In groups, guide the learner to identify attributes related to My Friend from the video clip..</li><li>• In pairs or small groups, learners practice signing attributes related to My Friend.</li></ul>	How do we sign attributes of My Friend?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice signs used in attributes related to My Friend by making simple sentences in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs used in attributes related to My Friend for self - expression.
- Effective communication: is developed as the learner uses signs of things found in the house to make sentences.

**Values;**

- Unity: is developed as learners work in pairs or groups to make sentences using the signs used in attributes related to My Friend
- Respect: is developed as learners demonstrate appropriate facial expression when signing attributes related to My Friend

**Link to other Learning Areas;**

- Environmental activities; As the learners use appropriate signs to talk about things found in the house.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.2 VIEWING AND INTERPRETING</b>	<b>9.2.2 Self-introduction ASPECTS-NAME,SIGN NAME,CLASS,BOY,GIRL,SCHOOL</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise aspects of self introduction related My Friend for effective self introduction,</li> <li>b) sign aspects of self introduction related My Friend for effective self introduction for effective communication,</li> <li>c) appreciate the importance of self introduction in communication</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed videos on aspects of self introduction related to My Friend.</li> <li>• In groups, guide the learner to identify aspects of self introduction related to My Friend from the video clip.</li> <li>• Guide learner in pair or groups to sign aspects of self introduction</li> <li>• In pairs or small groups, learners practice self introduction.</li> </ul>	How do we introduce ourselves?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice signs on aspects of self introduction in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner recognises aspects of self introduction related to My Friend for self expression.
- Effective communication: is developed as the learner uses aspects of self introduction during communication.

**Values;**

- Unity: is developed as learners work in pairs or groups to introduce themselves highlighting aspects of self introduction
- Respect: is developed as learners introduce themselves when called upon to

**Link to other Learning Areas;**

- Religious Activities; As the learners point out who is their friend

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.3</b> <b>GRAMMA</b> <b>R</b>	<b>9.3.1</b> <b>Adjectives-</b> <b>Tall,black,proud,bea</b> <b>utiful</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise adjectives related My Friend for effective self introduction,</li> <li>b) sign adjectives related My Friend for for effective communication</li> <li>c) use adjectives related My Friend for effective communication,</li> <li>d) appreciate the importance of self introduction in communication</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed videos on adjectives related to My Friend.</li> <li>• In groups, guide the learner to identify adjectives related to My Friend from the video clip.</li> <li>• Guide learner in pair or groups to sign adjectives</li> <li>• In pairs or small groups, learners sign sentences using adjectives.</li> </ul>	How do we sign adjectives?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice signs for adjectives in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner recognises adjectives for self expression.
- Effective communication: is developed as the learner uses adjectives during communication.

**Values;**

- Unity: is developed as learners work in pairs or groups signing sentences using adjectives
- Respect: is developed as learners describes their peers in class using appropriate adjectives

**Link to other Learning Areas;**

- Religious Activities; As the learners describes their friends

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.4 PRESENTING</b>	<b>9.4.1 Song-My friend</b>  <b>(2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) identify songs related my friend body from a video clip,</li> <li>b) sign sing songs related to my friend for enjoyment,</li> <li>c) practice sign singing songs related to my friend parts of the body</li> <li>d) enjoy singing songs related to my friend at home or in school on various occasions.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictures with songs related to parts of the body</li> <li>• Guide the learner to identify songs related to my friend from the video video clip</li> <li>• In groups, guide the learners to sign sing songs related to my friend</li> <li>• In pairs, guide learners to practice sign singing songs related to my friend</li> </ul>	<p>How do we sign adjectives?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the sign sing songs related to my friend.
- Communication and collaboration: is developed as the learners in pairs or groups practice sign singing songs related to parts of the body

**Pertinent and Contemporary Issues;**

- social cohesion as the learners in groups sing songs related to my friend

**Values;**

- Unity: is developed as learners practice together in pairs or groups, sign singing songs related to my friend.
- Respect: is developed as the learner practices together in pairs or groups,sign singing songs related to part of the body.

**Link to other Learning Areas;**

- English language activities-as learners signs words related to my friend

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's

### Assessment Rubrics for Observing and Signing

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to recognize signs related to classroom for effective communication.	accurately recognizes signs related to classroom	recognize signs related to the classroom.	recognizes some signs related to things found in class room	recognize some signs related to things found in class room with prompt
Ability to identify by fingerspelling the target signs of members of the nuclear family with appropriate fingerspelling pace and pattern.	Identifies by fingerspelling the target signs of members of the nuclear family with appropriate fingerspelling pace and pattern.	Identifies by fingerspelling the target signs of members of the nuclear family with appropriate fingerspelling pace	Identifies by fingerspelling the target signs of members of the nuclear family.	Identifies by fingerspelling the target signs of members of the nuclear family with guidance
Ability to Sign words related to the house.	Signs words related to the house with accuracy and proper articulation.	Signs words related to the house.	Signs words related to the house with guidance.	Attempts to words related to the house.
Ability to use signs of ICT devices in communication,	Uses signs of ICT devices in communication with appropriate articulation	Uses signs of ICT devices in communication,	Uses some signs of ICT devices in communication,	Attempts to use signs of ICT devices in communication,
Ability to fingerspell names of things found in the sky.	Fingerspells names of things found in the sky with proper articulation.	Fingerspells names of things found in the sky.	Fingerspells names of things found in the sky with assistance.	Makes minimal effort to fingerspell names of things found in the sky.

Ability to use signs for hygiene practices.	Uses signs for hygiene practices. accurately and with appropriate articulation.	Uses signs for hygiene practices.	Uses some signs for hygiene practices.	Uses signs for hygiene practices with prompts.
Ability to identify fingerspell and signs parts of the body	Identifies signs related to parts of the body with ease and accuracy, demonstrating a strong understanding of sign language vocabulary.	identifies fingerspell and signs parts of the body	Identifies some signs related to parts of the body accurately, but fingerspells with significant assistance.	Identifies some signs for parts of the body with prompt
Ability to recognise signs for attributes related to My Friend	Recognises keenly by asking questions on signs for attributes related to My Friend	Recognises signs for attributes related to My Friend.	Recognises some signs for attributes related to My Friend with significant effort	Recognises some signs for attributes related to My Friend with guidance

### Assessment Rubrics Viewing and Interpreting

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to sign different forms of greetings from pictorials.	Signs different forms of greetings from pictorials with proper articulation and appropriate body language.	Signs different forms of greetings from pictorials.	Signs forms of greetings from pictorials with guidance.	Signs different forms of greetings from pictorials but not with articulation of signs.
Ability to describe signs related to classroom for communication,	Describes signs related to the classroom by providing detailed and accurate explanations from pictorials	describe signs related to the classroom for communication,	describes some of the signs related to classroom without detailed explanation from pictorials	describe some of the signs related the classroom from pictorials with assistance.
Ability to recognise signs of vocabulary related to the members of nuclear family	Recognises signs of vocabulary related to the members of nuclear family using appropriate eye contact	Recognises signs of vocabulary related to the members of nuclear family	Recognises some signs of vocabulary related to the members of nuclear family	Recognises some signs of vocabulary related to the members of the nuclear family with assistance.
Ability to identify signs of words related to the house.	Identifies, accurately finger spells and signs the majority of words related to the house.	Identifies signs of words related to the house.	Identifies some signs of words related to the house.	Identifies signs of words related to the house. with guidance
Ability to sign ICT devices from the pictorials,	Signs ICT devices from the pictorials accurately with appropriate articulation	Signs ICT devices from the pictorials	Signs some ICT devices from the pictorials	Signs ICT devices from the pictorials but with inappropriate articulation.

Ability to fingerspell names of things found in the sky.	Fingerspells names of things found in the sky with proper articulation.	Fingerspells names of things found in the sky.	Fingerspells names of things found in the sky with assistance.	Makes minimal effort to fingerspell names of things found in the sky.
Ability to use signs for hygiene practices to tell the meaning	Uses signs for hygiene practices to tell the meaning with proper articulation and body language.	Uses signs for hygiene practices to tell the meaning	Uses some signs for hygiene practices to tell the meaning	Use signs for hygiene practices to tell the meaning with prompts.
Ability to identify signs related to body part	identifies and articulates signs related to body parts, accurately	identifies signs related to body part	identifies and articulates some signs related to body parts with significant effort	identifies some signs related to body part with assistance
Ability to recognise aspects of self introduction	Recognises aspects of self introduction describing why sign name exists	Recognises aspects of self introduction related	Makes significant effort to recognise some aspects of self introduction	Recognises some aspects of self introduction with guidance



### Assessment Rubrics for Grammar

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to sign verbs related to greetings.	Signs verbs related to greetings with appropriate articulation and body language.	Signs verbs related to greetings.	Makes significant effort to sign verbs related to greetings.	Makes minimal effort to sign verbs related to greetings.
Ability to identify pronouns related to classroom	Identifies and demonstrates pronouns related to the classroom	identify pronouns related to the classroom	Identifies some pronouns related to classroom with minimal assistance	Identifies some pronouns related classroom with assistance
Ability to use sign pronouns related to the nuclear family.	Uses sign pronouns related to the nuclear family with appropriate facial expression and body language.	Uses sign pronouns related to the nuclear family	Uses some sign pronouns related to the nuclear family.	Attempts to use sign some pronouns related to the nuclear family with prompt.
Ability to use signs of adjectives to describe things found in the house.	Uses signs of adjectives to describe things found in the house with accuracy and proper articulation..	Uses signs of adjectives to describe things found in the house.	Makes significant effort to use signs of adjectives to describe things found in the house.	Makes minimal effort to use signs of adjectives to describe things found in the house.
Ability to sign nouns related to ICT devices	Signs verbs related to ICT devices with appropriate articulation and body language.	Signs nouns related to ICT devices.	Signs some nouns related to ICT devices	Signing some nouns related to ICT devices with prompt.
Ability to use the present tense to	Uses the present tense to talk about things in	Uses the present tense to talk about things in the sky.	Uses the present tense to talk about	Makes minimal effort to use the present tense to talk about things in the sky.

talk about things in the sky.	the sky with proper articulation.		things in the sky with guidance.	
Ability to sign the adverbs related to hygiene for skill acquisition,	Signs the adverbs related to hygiene for skill acquisition with appropriate articulation and body language.	Signs the adverbs related to hygiene for skill acquisition,	Signs the adverbs related to hygiene for skill acquisition with guidance.	Attempts to sign the adverbs related to hygiene for skill acquisition,
Ability to use signs of pronouns related to body parts in communication,	Uses signs of pronouns related to parts of the body in communication with appropriate articulation and body language.	use signs of pronoun related to body parts in communication,	Uses some signs of the pronouns related to hygiene in communication	Uses some signs of the pronouns related to hygiene in communication with assistance
Ability to recognise adjectives related My Friend	Recognises adjectives related My Friend using appropriate facial expression and body language	Recognises adjectives related My Friend	Makes significant effort to recognise some adjectives.	Recognises some adjectives with guidance

### Assessment Rubrics for Presenting

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to sign sing songs related to greetings.	Sign sings songs related to greetings with proper articulation and appropriate body language.	Sign sings songs related to greetings.	Sign sings songs related to greetings with significant effort.	Sign sings songs related to greetings with guidance.
Ability to recite(signs) poems related to classroom	recites poems related to classroom with proper articulation and appropriate body language.	recites poems related to things found in the classroom	recites poems related to the classroom with significant effort.	recites poems related to t classroom with guidance.
Ability to sign songs related to nuclear family f or different occasions	Signs songs related to nuclear family for different occasions with appropriate facial expression and body language	Signs songs related to nuclear family for different occasions	Signs songs related to nuclear family f or different occasions with significant effort.	Signs songs related to nuclear family for different occasions with guidance
Ability to Sign singing songs related to things found in the house.	Sign sings songs related to things found in the house with proper articulation and appropriate body language.	Sign sings songs related to things found in the house.	Makes significant effort to sign sing songs related to things found in the house.	Sign sings songs related to things found in the house with guidance.
Ability to sign poems related to ICT devices on message delivery	signs accurately poems related to ICT devices on message delivery with appropriate articulation.	signs poems related to ICT devices on message delivery	signs some poems related to ICT devices on message delivery	signs poems related to ICT devices on message delivery with prompts.
Ability to Recite(signs) poems related to	Recites poems related to things found in the sky with proper	Recites poems related to things found in the sky.	Makes significant effort to recite poems	Recites poems related to things found in the sky with guidance.

things found in the sky.	articulation and appropriate body language.		related to things found in the sky.	
Ability to sign stories related to hygiene as sources of information.	Signs stories related to hygiene as sources of information. with appropriate articulation and body language.	Sign stories related to hygiene as sources of information.	Sign stories related to hygiene as sources of information. with guidance.	Attempts to sign stories related to hygiene as sources of information.
Ability to practice sign singing songs related to parts of the body	Practices sign singing songs related to parts of the body accurately and fluently, using clear and appropriate signs with consistent facial expressions.	Practice sign singing songs related to parts of the body	Practices sign singing songs related to parts of the body accurately but with inconsistent facial expressions.	Practice sign singing songs related to parts of the body inaccurately with inconsistent facial expressions.
Ability to sign sing songs related to my friend	sign sings songs related to my friend accurately and fluently, using clear and appropriate signs with consistent facial expressions.	sign sing songs related to my friend	signs sing songs related to my friend with inconsistent facial expression	sign sing songs related to my friend with guidance

## **APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

### **Community Serve Learning at Lower Primary**

At this sub-level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

#### **Steps in carrying out the integrated CSL activity**

##### **1) Preparation**

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)

Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

**Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool

**APPENDIX 1: SUGGESTED ASSESSMENT METHODS**

<b>Observing and Signing</b>	<b>Viewing and Interpreting</b>	<b>Grammar</b>	<b>Presenting</b>
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>

## APPENDIX 2 SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none"> <li>● Models</li> <li>● Workbooks</li> <li>● Manilla papers</li> <li>● Word trees</li> <li>● Storybooks</li> <li>● Poetry books</li> <li>● Pictures and photographs</li> <li>● Charts and realia</li> </ul>	<ul style="list-style-type: none"> <li>● Video clips</li> <li>● smart phones</li> <li>● electronic devices</li> <li>● Learner’s interactive materials</li> <li>● KSL DVD’s</li> </ul>

## APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Observing and Signing	Viewing and Interpreting	Grammar	Presenting
<ul style="list-style-type: none"> <li>● practice proper handling and care of classroom materials, including how to use them safely and responsibly.</li> <li>● role play members of nuclear family in clubs and societies.</li> <li>● use signs of things found in the house during assembly, clubs and societies.</li> <li>● practice using the signs of simple ICT</li> </ul>	<ul style="list-style-type: none"> <li>● Practice greeting one another in assembly, clubs and societies.</li> <li>● Practice signs related to classroom in school clubs and societies.</li> <li>● Sign vocabulary related to nuclear family with one another in assembly, clubs and societies.</li> <li>● Practice using signs of things found in the house in clubs</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>● Use signs of verbs related to greetings during clubs, societies and school functions.</li> <li>● Use signs of pronouns related to things found in the classroom during clubs, societies and school functions.</li> <li>● Use signs of pronouns related to the nuclear family during clubs, societies and school functions.</li> </ul>	<ul style="list-style-type: none"> <li>● Sign sings songs related to greetings during clubs, societies and school functions.</li> <li>● Recite poems related to classroom during clubs, societies and school functions.</li> <li>● Sign songs related to nuclear family during clubs, societies and school functions.</li> <li>● Sign sings songs related to things found in the house during clubs, societies and school functions.</li> </ul>



<p>devices in clubs and societies.</p> <ul style="list-style-type: none"> <li>● practices using signs for things found in the sky in clubs and societies.</li> <li>● Use signs of hygiene practices during clubs and societies.</li> <li>● Uses signs related to body parts during clubs and societies</li> <li>● Use signs used on attributes related to My Friend during assembly, clubs and societies.</li> </ul>	<p>and societies. Practice using signs of simple ICT devices in clubs and societies.</p> <ul style="list-style-type: none"> <li>● Use the acquired signs of things in clubs and societies.</li> <li>● Practice using signs of hygiene practices in clubs and societies.</li> <li>● Uses signs related to body parts during clubs and societies.</li> <li>● Use aspects of self introduction to know their friends during assembly, clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li>● Use signs of adjectives during clubs, societies and school functions.</li> <li>● Use signs of nouns related to ICT devices during clubs, societies and school functions.</li> <li>● Learners use signs of things found in the sky during clubs and societies.</li> <li>● Learners practice using signs related to hygiene during clubs and societies.</li> <li>● Learners practice using signs related to parts of the body during clubs and societies.</li> <li>● Learners uses adjectives to describe their friends during assembly, clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>● Practice signing signs related to ICT devices during clubs, societies and school functions.</li> <li>● Recite poems related to things found in the classroom during clubs, societies and school functions.</li> <li>● Learners practice signing stories during school functions, clubs and societies.</li> <li>● Sign sings songs related to parts of the body clubs, societies and school functions.</li> <li>● Sign sings songs related to my friend in clubs, societies and school functions.</li> </ul>
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