



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

**KENYAN SIGN LANGUAGE
GRADE 2**

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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	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 Parts of ICT devise-computer/video camera//projector/laptop
WEATHER AND ENVIRONMENT	The Sky- sun,stars,moon,clouds	wind,rain,hot and cold	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	Self introduction	Hobbies	Dreams & Aspirations

THEME 1.0 GREETINGS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1OBSERVING AND SIGNING	1.1.1 Greetings and responses <ul style="list-style-type: none"> ● Etiquette and greetings (Please, Sorry) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify signs related to etiquette during greetings, b) use signs related to etiquette during greetings, c) respond to different people in different times using signs related to etiquette in greetings, d) appreciate using signs related to etiquette in communication. 	<ul style="list-style-type: none"> ● Guide the learner to watch videos on etiquette during greetings. ● In groups, guide the learner to identify signs related to etiquette during greetings and responses from the video clip. ● In pairs, guide learners to demonstrate appropriate signs of etiquette in greetings as observed from the video clip. ● In pairs or small groups, learners practice signs of etiquette in greetings and responses. ● In pairs, guide learners to role play etiquette in greetings and responses.. 	<ol style="list-style-type: none"> 1. How do you sign etiquette? 2. Why do we greet people using etiquette?

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> ● 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 practice use of etiquette in greetings and responses while in pairs. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> ● Life Skills are developed as the learner identifies signs related to etiquette in greetings for self- expression. 				
<p>Values;</p> <ul style="list-style-type: none"> ● Unity: is developed as learners role play etiquette in greetings and responses. ● Love: is developed as the learner builds positive relationships when greeting one another.using etiquette. ● Responsibility: is developed as learners care for digital devices while observing the videos. 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> ● Learners practice using etiquette in greeting one another in assembly, clubs and societies. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed questions 				
<p>Suggested Resources; Video clips, projector, smart phones, laptops, desktops, Learner’s interactive materials, KSL DVD’s</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1. 2 VIEWING AND INTERPRETING	1.2.Etiquette (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify various signs of etiquette in greetings used at home,</p> <p>b) sign different signs of etiquette in greetings from pictorials,</p> <p>c) tell different signs of etiquette in greetings from pictorials,</p> <p>d) appreciate the use of various signs of etiquette in greetings.</p>	<ul style="list-style-type: none"> • Guide the learner to observe various signs of etiquette in greetings from the pictorials. • In groups guide the learner to identify various signs of etiquette in greetings from the given pictorials, • In groups or pairs, talk about various signs of etiquette in greetings as observed from the pictorials. • In pairs, guide the learner to practice using various signs of etiquette in greeting. (please, sorry). 	<ol style="list-style-type: none"> 1. How do people greet each other using etiquette? 2. How do different people respond when greeted? 3. How do people greet and respond at different times? 4. Why do we use etiquette when greeting people?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: is developed as learners in pairs practice using various signs of etiquette in greeting.. • Self efficacy: is developed as the learner uses various signs of etiquette in greeting peers.. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • Effective communication is developed as the learner uses various signs of etiquette in greetings. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as the learners practice turn taking during greetings. • Unity is developed as learners work together in groups to practice using various signs of etiquette in greeting. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • Language activities as learners use signs of etiquette in greetings. 				
<p>Non-formal Activities that support learning; Learners practice greeting one another in assembly, clubs and societies.using signs of etiquette.</p>				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed question 				
<p>Suggested Resources; Different greeting pictorials, charts, Learner’s interactive materials, KSL DVD’s.</p>				

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

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • Self-efficacy: is developed as the learner uses signs related to etiquette in greetings. • Communication and collaboration: is developed as the learners work in pairs to practice using the signs of adverbs related to etiquette in greetings. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • Lifeskills: are developed as the learner acquires signs of adverbs related to etiquette in greetings and use them in daily interactions. • Effective communication: as the learner appropriately uses learnt signs in communication. 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, to use signs of adverbs related to etiquette in greetings. • Respect: is developed as the learner practices together in pairs or groups, to use signs of adverbs related to etiquette in greetings. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • English language activities as the learner acquires signs of adverbs related to etiquette in greetings. 				
<p>Non-formal Activities that support learning; use signs of adverbs related to etiquette in greetings during clubs, societies and school functions.</p>				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; 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
1.4 PRESENTING	1.4.1 Role play	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify greetings of different times of the day, b) sign the greetings of different times of the day c) role play the greetings of different times of the day, d) enjoy role playing greetings of different times of the day. 	<ul style="list-style-type: none"> • Guide the learner to observe signed videos or pictures on greetings of different times of the day. • In pairs , guide the learner to identify greetings of different times of the day from the video.. • In groups, guide the learners to sign greetings of different times of the day • In pairs, guide learners to role play greetings.of different times of the day. 	<ol style="list-style-type: none"> 1. How do you sign role play? 2 Why do you role play?

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • Self-efficacy: is developed as the learners role play greetings of different times of the day. • Communication and collaboration: is developed as the learners in pairs or groups practice signing greetings at different times of the day. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • social cohesion as the learners role play greetings of different times of the day 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, signs of greetings at different times of the day. • Respect: is developed as the learners role play greetings at different times of the day. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • Creative arts as learners role play different greetings at different times of the day. 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> • Learners practice greetings at different times of the day during clubs, societies and school functions. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

THEME 2.0 SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.1 OBSERVING AND SIGNING</p>	<p>2.1.1 School signs related to things found outside the classroom pavement Toilet dinning hall cow shed flowers garden (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify fingerspell and sign things found outside the the classroom</p> <p>b) recognize signs related to things outside the classroom for effective communication</p> <p>c) describe things found outside the classroom</p> <p>d) appreciate using signs related to the things found outside the classroom for effective communication.</p>	<ul style="list-style-type: none"> • Guide the learner to observe videos/pictorials on things found outside the classroom • In groups, guide the learner to identify things found outside the classroom from videos and pictorials.(pavement,toilet,flower garden,taps,dinning hall,animal sheds,play ground) • Guide learners to fingerspell and sign words related to things found outside the classroom . • In pairs, guide the learners to talk about things found outside the classroom • In group, guide the learner to sign sing song related to things found outside the classroom 	<p>How do we sign things found outside the classroom?</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 the learners practice signing words related to the things found outside the classroom in pairs.

Pertinent and Contemporary Issues;

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

Values;

- Unity: is developed as learners work in group as the learner practice signs related to things found outside the classroom
- Love: is developed as the learner builds positive relationships when fingerspelling and practice signs related to things found outside the 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

Non-formal Activities that support learning;

- Learners practice proper handling and care of classroom materials, including how to use them safely and responsibly.

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>2.2 VIEWING AND INTERPRETING</p>	<p>2.2.1 Interpreting pictorials of Things found outside the classroom</p> <ul style="list-style-type: none"> ● pavement ● Toilet ● flowers ● garden ● tap ● play ground ● dinning hall <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of things found outside the classroom,</p> <p>b) sign names of things found outside the classroom</p> <p>c) describe signs of things found outside the classroom for communication,</p> <p>d) appreciate the use of signs related to things found outside the classroom for expression</p>	<ul style="list-style-type: none"> ● Guide the learner to observe and interpret pictorials of things found outside the classroom. ● Guide the learner to fingerspell and sign names of various things found outside the classroom from the given pictorials(<i>pavement,toilet,flower garden,taps,dining hall,animal sheds,playground</i>) ● In groups or pairs, guide the learners to talk about various things found outside the classroom as observed from the pictorials. ● In group, guide the learner to practice signing various things found outside the classroom as observed from the pictorials. ● Guide the learners to sign sing songs related to things found in the classroom 	<p>How do we sign things found outside the classroom?</p>

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>2.3 GRAMMAR</p>	<p>2.3.1 Signs of pronouns related to things found outside the classroom</p> <p>possessive pronoun</p> <p>(OUR)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify pronouns related to things found outside the classroom for effective communication,</p> <p>b) sign pronouns related to things found outside the classroom for effective communication,</p> <p>c) use signs of pronoun related to things found outside the classroom for communication,</p> <p>d) appreciate using pronouns related to things found outside school for communication.</p>	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictorials on pronouns related to things found outside the class room(<i>pavement,toilet,flower garden,taps,dinning hall,animal sheds,play ground</i>) ● In pairs , guide the learner to sign the pronouns. ● In groups, guide the learners to use signs of pronoun related to things found outside the classroom ● In pairs, guide the learner to sign simple sentences using pronoun related to things found outside the classroom 	<p>How do we sign pronouns related to things found outside the classroom?</p>

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • Self-efficacy: is developed as the learner uses signs related to things found in the classroom • Communication and collaboration: is developed as the learners work in pairs to practice using the signs of pronouns related to things found outside the classroom 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • Lifeskills: are developed as the learner acquires signs of pronouns related to things found outside the classroom and use them in daily interactions. • Effective communication: as the learner appropriately uses learnt signs in communication. 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, to use signs of pronouns related to things found outside the classroom. • Respect: is developed as the learner practices together in pairs or groups, to use signs of pronouns related to things found outside the classroom. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • Language activities learner acquire signs of pronouns related to things found outside the classroom 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> • use signs of pronouns related to things found outside the classroom during clubs, societies and school functions. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; signed videos smart phones, electronic devices, Learner's interactive materials, KSL DVD's.chart showing thing found outside the class</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.4 PRESENTING	2.4.1 song	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) Identify songs related to things found outside the classroom from a video clip, b) Sign sing songs related to things found outside the classroom for enjoyment, c) Practice sign singing things found outside the classroom d) Enjoy singing song of things found outside the classroom at home or in school on various occasions. 	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictures with songs related to things found outside the classroom ● Guide the learner to identify songs related to things found outside the classroom from the video clip(<i>pavement,toilet,flower garden,taps,dinning hall,animal sheds,play ground</i>) ● In groups, guide the learners to sign sing songs related things found outside the classroom ● In pairs, guide learners to practice sign singing songs related to things found outside the classroom 	Why do we sing?

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • Self-efficacy: is developed as the learner sign sing songs related to things found outside the classroom • Communication and collaboration: is developed as the learners in pairs or groups practice singing songs related to things found in the classroom 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • social cohesion as the learner sign sing songs related to things found in the classroom 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, sign sing songs related to things found outside the classroom • Respect: is developed as the learner practices together in pairs or groups,sign sing songs related to things found outside the classroom. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • Language activities : as learners sign sign songs related to things found outside the classroom. 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> • sign sing songs related to things found outside the classroom during clubs, societies and school functions. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

THEME 3.0 FAMILY

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

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 extended r family and responses in pairs.

Pertinent and Contemporary Issues;

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

Values;

- Unity: is developed as learners role play and responds to questions related to the extended family.
- Love: is developed as the learner builds positive relationships with members of the extended 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 extended family members at home

Non-formal Activities that support learning;

- Learners role play members of extended family in clubs and societies.

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

Core Competencies to be developed;

- Communication and collaboration: is developed as learners in pairs practice using various forms of eye to hand coordination.
- 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 to hand coordination during communication.

Values;

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

Link to other Learning Areas;**Non-formal Activities that support learning;**

- Learners sign vocabulary related to extended family with one another in assembly, clubs and societies.

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
3.3 GRAMMAR	3.3.1 pronoun (MINE, OUR, YOUR)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> . identify pronouns related to nuclear family for effective communication, a. sign pronouns related to nuclear family for effective communication, b. appreciate the use of pronouns related to nuclear family in communication. 	<ul style="list-style-type: none"> • Guide the learner in pairs or groups to observe signed videos or pictorials on pronouns related to extended family (FATHER YOUR THERE, SISTER MINE HOME THERE) • Guide the learner in pairs to sign the pronouns • In pairs, guide the learner to sign simple sentences using pronouns related to the extended family. • in pairs, guide learners to practice using the signs of verbs related to greetings. 	How do we sign pronouns related to the nuclear family?

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • 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 pronouns related to the extended family. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • Life Skills are developed as the learner acquires signs of pronouns related to the extended family and use them in daily interactions. • Effective communication as the learner appropriately uses learnt signs in communication. 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, to use signs of pronouns related to the extended family. • Respect: is developed as the learner practices together in pairs or groups, to use signs of pronouns related to the extended family. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • English as the learner acquires signs of pronouns related to the extended family. 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> • use signs of pronouns related to the extended family during clubs, societies and school functions. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; 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
3.4PRESENTING	3.4.1 Songs	By the end of the sub strand, the learner should be able to; a) identify songs related to the extended family from a video clip, b) sign sing songs related to the extended family for enjoyment, c) sign songs related to extended family for different occasions, d) enjoy songs related to the extended family on various occasions.	<ul style="list-style-type: none"> ● guide the learner to observe signed videos or pictorials on songs related to extended family ● in pairs , guide the learner to identify songs related to extended family from the video. ● in groups, guide the learners to sign sing songs related to extended family ● in pairs, guide learners to practice sign singing songs related to extended family 	0. Why do we sign sing?
Core Competencies to be developed; <ul style="list-style-type: none"> ● Self-efficacy: is developed as the learner signs songs related to nuclear family. ● Communication and collaboration: is developed as the learners in pairs or groups practice signs songs related to extended family 				
Pertinent and Contemporary Issues; <ul style="list-style-type: none"> ● social cohesion as the learner signs songs related to nuclear family. 				
Values; <ul style="list-style-type: none"> ● Unity: is developed as learners practice together in pairs or groups, sign singing songs related to extended family ● Respect: is developed as the learner practices together in pairs or groups, sign singing songs related to extended family 				
Link to other Learning Areas; <ul style="list-style-type: none"> ● Creative arts learner signs songs related to nuclear family. 				
Non-formal Activities that support learning; <ul style="list-style-type: none"> ● Sign songs related to nuclear family during clubs, societies and school functions. 				
Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed questions 				
Suggested Resources; Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.				

THEME 4.0 HOME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 OBSERVING AND SIGNING	4.1.1 Signs of structures found at home (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify signs of structures found at home, b) sign names of structures found at home, c) use signs of structures found at home, d) appreciate the use of signs related to structures found at home for effective communication.	<ul style="list-style-type: none"> • Guide the learner to watch signed videos with signs structures found at home. • In groups, guide the learner to identify signs structures found at home from the video clip. • In pairs, guide learners to use signs of structures found at home to make simple sentences. • In pairs or small groups, learners practice using signs of structures found at home to make simple sentences. 	How do we sign structures found at home?

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 structures found at home by making simple sentences in pairs or small groups.

Pertinent and Contemporary Issues;

- Life Skills: are developed as the learner identifies signs of structures found at home for self - expression.
- Effective communication: is developed as the learner uses signs of structures found at home to make sentences.

Values;

- Unity: is developed as learners work in pairs or groups to make sentences using the signs of structures found at home.
- Respect: is developed as learners take turns when constructing sentences using signs of things structures found at home.

Link to other Learning Areas;

- Environmental activities; As the learners use appropriate signs to talk about structures found at home.

Non-formal Activities that support learning;

- Learners use signs of structures found at home during assembly, clubs and societies.

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>4.2VIEWING AND INTERPRETING</p>	<p>4.2.1 Interpreting information from pictorials on structures found at home. (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of structures found at home, b) sign names of structures found at home, c) use signs to describe structures found at home for effective communication, d) appreciate the use of signs related to structures found at home in daily life.</p>	<ul style="list-style-type: none"> ● Guide the learner to observe pictorials with signs of structures found at home. ● Guide the learner to interpret information on structures found at home from the pictorials and share with peers. ● In groups, guide the learner to identify signs of structures found at home from the pictorials. ● In pairs, guide learners to talk about (describe) structures found at home. ● In pairs or small groups, learners practice using sign sing songs of structures found at home. 	<p>How do we sign structures found at home?</p>

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

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

<p>Core Competencies to be developed;</p> <ul style="list-style-type: none"> • Self-efficacy: is developed as the learner uses adjectives to describe structures found at home. • Communication and collaboration: is developed as the learners work in pairs to practice describing structures found at home using signs of adjectives. 				
<p>Pertinent and Contemporary Issues;</p> <ul style="list-style-type: none"> • Life skills: are developed as the learner acquires signs of adjectives used to describe things found in the house. • Effective communication: as the learner appropriately uses signs of adjectives in communication. 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: is developed as learners practice together in pairs or groups, to use signs of adjectives to describe structures found at home. • Respect: is developed as the learner practices together in pairs or groups, to use signs of adjectives to describe structures found at home. 				
<p>Link to other Learning Areas;</p> <ul style="list-style-type: none"> • English Language Activities as the learner acquires signs of adjectives. 				
<p>Non-formal Activities that support learning;</p> <ul style="list-style-type: none"> • use signs of adjectives to describe structures found at home during clubs, societies and school functions. 				
<p>Suggested modes of Assessment;</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Signed questions 				
<p>Suggested Resources; Video clips, smart phones, electronic devices, charts, pictorials, 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 poems	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify poems related to structures found at home from a video clip,</p> <p>b) recite poems related to structures found at home for enjoyment,</p> <p>c) enjoy reciting poems related to structures found at home.</p>	<ul style="list-style-type: none"> • Guide the learner to observe signed videos on poems related to structures found at home. • In pairs , guide the learner to identify poems related to structures found at home from the video. • In groups, guide the learners to recite poems related to structures found at home. • In pairs, guide learners to practice sign singing songs related to things found at home. 	How do you sign poem?

Core Competencies to be developed;

- Self-efficacy: is developed as the learner recites poems related to structures found at home.
- Communication and collaboration: is developed as the learners in pairs or groups practice reciting poems related to structures found at home.
- .

Pertinent and Contemporary Issues;

- social cohesion as the learners in groups recite poems related to structures found at home.

Values;

- Unity: is developed as learners practice together in pairs or groups, recite poems related to structures found at home.
- Respect: is developed as the learner practices together in pairs or groups, recite poems related to structures found at home.

Link to other Learning Areas;

- Creative arts as the learner recites poems related to structures found at home.

Non-formal Activities that support learning;

Recite poems related to structures found at home during clubs, societies and school functions.

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

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.

Non-formal Activities that support learning;

- Learners practice using the signs of ICT devices in clubs and societies.

Suggested modes of Assessment;

- Observation
- Peer assessment
- Signed questions

Suggested Resources;

Video clips, Tablet, smart phones, Camera, Learner's interactive materials, KSL DVD's

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

Core Competencies to be developed;

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

Pertinent and Contemporary Issues;

- Effective communication: is developed as the learner uses various signs of 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;

- English language activities as learners use signs of various ICT devices.

Non-formal Activities that support learning;

- Learners practice using signs of ICT devices in clubs and societies.

Suggested modes of Assessment;

- Observation
- Peer assessment
- Signed questions

Suggested Resources;

Pictorials on ICT devices, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.3 GRAMMAR	5.3.1 Plurals..	By the end of the sub strand, the learner should be able to; a) identify plurals related to ICT devices for effective communication, b) sign plurals related to ICT devices for effective communication, c) use signs of plurals related to ICT devices in communication, d) appreciate using plurals related to ICT devices in communication.	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictorials on plurals related to ICT devices(camera two, smartphone three) ● In pairs , guide the learner to sign the plurals. ● In groups, guide the learners to use signs of plurals related to ICT devices. ● In pairs, guide the learner to sign simple sentences using plurals related to ICT devices. ● In pairs, guide learners to practice using the signs of plurals related to ICT devices. 	How do we sign plurals related to ICT devices?
Core Competencies to be developed; <ul style="list-style-type: none"> ● Self-efficacy: is developed as the learner uses signs related to ICT devices.. ● Communication and collaboration: is developed as the learners work in pairs to practice using the signs of piurals related to ICT devices. 				
Pertinent and Contemporary Issues; <ul style="list-style-type: none"> ● Lifeskills: are developed as the learner acquires signs of plurals related to ICT devices and use them in daily interactions. ● Effective communication: as the learner appropriately uses learnt signs in communication. 				
Values; <ul style="list-style-type: none"> ● Unity: is developed as learners practice together in pairs or groups, to use signs of plurals related to ICT devices. ● Respect: is developed as the learner practices together in pairs or groups, to use signs of plurals related to ICT devices. 				
Link to other Learning Areas; <ul style="list-style-type: none"> ● Language activities as the learner acquires signs of plurals related to ICT devices. 				
Non-formal Activities that support learning; use signs of plurals related to ICT devices during clubs, societies and school functions.				
Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation 				

- Peer assessment
- Signed questions

Suggested Resources;

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 PRESENTING	5.4.1 Story	By the end of the sub strand, the learner should be able to; a) identify stories related to ICT devices from a video clip, b) sign stories related to ICT devices for enjoyment, c) sign stories related to ICT devices on message delivery, d) enjoy signing stories related to ICT for effective communication.	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictorials on stories related to ICT devices. ● In pairs, guide the learner to identify stories related to ICT devices from the video. ● In groups, guide the learners to sign stories related to ICT. ● In pairs, guide learners to practice signing stories related to ICT devices ● Individually, guide the learner to retell the stories 	Why do we sign poems?
Core Competencies to be developed; <ul style="list-style-type: none"> ● Self-efficacy: is developed as the learner uses signs to tell a story related to ICT devices. ● Communication and collaboration: is developed as the learners in pairs or groups practice signing stories related to ICT. devices. 				
Pertinent and Contemporary Issues; social cohesion: as the learner signs together with others stories related to ICT devices.				
Values; <ul style="list-style-type: none"> ● Unity: is developed as learners practice together in pairs or groups, to sign stories related to ICT.. ● Respect: is developed as the learner practices together in pairs or groups,signing stories related to ICT devices 				
Link to other Learning Areas; <ul style="list-style-type: none"> ● Language activities as learners sign the stories related to ICT devices. 				
Non-formal Activities that support learning; <ul style="list-style-type: none"> ● Practice signing stories related to ICT devices during clubs, societies and school functions. 				
Suggested modes of Assessment; <ul style="list-style-type: none"> ● Observation ● Peer assessment ● Signed questions 				
Suggested Resources; Video clips, smart phones, electronic devices, pictures of the ICT devices, Learner's interactive materials, KSL DVD's.				

THEME 6.0 WEATHER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 OBSERVING AND SIGNING	6.1.1 signs related to weather	By the end of the sub strand, the learner should be able to; a) identify signs related to weather for effective communication, b) fingerspell names of various weather conditions, c) sign names of various weather conditions, d) use signs of weather conditions to make simple sentences, e) use signs to describe weather conditions, f) appreciate the use of signs related to weather in communication.	<ul style="list-style-type: none">• Guide the learners to observe a signed video clip on signs related to weather.• In pairs or in groups, guide the learner to identify the signs related to weather conditions.• In pairs, guide learners to use signs of weather conditions to make simple sentences.• In pairs or small groups, learners practice using signs of weather conditions to make simple sentences.• In pairs, guide the learner to use signs of words related to weather to talk about various weather conditions.(rain, cold, wind, mist, snow, hot, ice, chilly, windy, sunny, rainy, calm,fog, gumboot, umbrella, jacket, raincoat, sun glasses)• Guide the learner to sign sing songs related to weather conditions.	How do we signs weather conditions?

			<ul style="list-style-type: none"> • Guide learners in pairs or groups to pantomime various weather conditions. 	
Core Competencies to be developed; <ul style="list-style-type: none"> • Self-efficacy: is developed as the sign words related to weather. • Communication and collaboration: is developed as the learners in pairs or groups practice using signs of words related to weather. 				
Pertinent and Contemporary Issues; <ul style="list-style-type: none"> • Effective communication: is promoted as the learner uses signs of words related to weather in sentences. 				
Values; <ul style="list-style-type: none"> • Unity is promoted: as the learners make sentences using signs of words related to weather in pairs and groups. 				
Link to other Learning Areas; <ul style="list-style-type: none"> • Language activities as the learner acquires signs of words related to weather. 				
Non-formal Activities that support learning; <ul style="list-style-type: none"> • Learner practices using signs of words related to weather in clubs and societies. 				
Suggested modes of Assessment; <ul style="list-style-type: none"> • 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)
6.2 VIEWING AND INTERPRETING	6.2.1 Interpreting information from pictorials on weather. (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify signs of various weather conditions, b) sign names of various weather conditions, c) describe various weather conditions using appropriate signs for effective communication, d) appreciate the use of in communication. 	<ul style="list-style-type: none"> • Guide the learner to observe pictorials on weather. • Guide the learner to interpret information about weather from the pictorials and share with peers. • In groups, guide the learner to identify signs related to weather conditions from the pictorials. • In pairs, guide the learner to use signs of words related to weather to talk about various weather conditions.(rain, cold, wind, mist, snow, ice, hot, chilly, windy, sunny, rainy, calm,fog, gumboot, umbrella, jacket, raincoat, sun glasses) . • In pairs or small groups, guide the learner to sign sing songs related to weather conditions. 	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 words related to weather conditions.
- Self efficacy: is developed as the learners talk about weather in pairs.

Pertinent and Contemporary Issues;

- Effective communication is developed as the learner uses signs of related to weather conditions.

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 words related to weather conditions.

Link to other Learning Areas;

- Environmental activities as the learner uses the acquired signs when learning about weather.

Non-formal Activities that support learning;

- Learner to use the acquired signs of words related to weather in clubs and societies.

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	6.3.1 <ul style="list-style-type: none"> • Adjectives 	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) identify adjectives used to describe various weather conditions, b) use signs of adjectives to describe various weather conditions, c) appreciate the importance of using adjectives to describe various weather conditions in day to day life. 	<ul style="list-style-type: none"> • Guide the learner to observe signed videos on adjectives used to describe various weather conditions(cold, hot, sunny, rainy, windy, calm). • In pairs , guide the learner to sign adjectives used to describe various weather conditions. • In groups, guide the learners to use signs of adjectives to describe various weather conditions. • In pairs, guide the learner to sign simple sentences using adjectives to describe various weather conditions. • In pairs, guide learners to practice using the signs of adjectives to describe various weather conditions. 	<p>How do we describe weather?</p>

Core Competencies to be developed;

- Communication and collaboration: is developed as the learners in pairs or groups use adjectives to make sentences on weather conditions.
- Self efficacy: is developed as the learner uses adjectives to talk about various weather conditions.

Pertinent and Contemporary Issues;

- Effective communication: as the learner uses adjectives 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 uses the acquired signs related to weather.

Non-formal Activities that support learning;

- Learners use signs of words related to weather conditions during clubs and societies.

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	By the end of the sub strand, the learner should be able to; a) identify poems related to various weather conditions from a video clip, b) recite (sign) poems related to various weather conditions for enjoyment, c) recite poems related various weather conditions for different occasions, d) enjoy reciting poems related various weather conditions in various occasions.	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictures on poems related to various weather conditions ● In pairs, guide the learner to identify poems related to various weather conditions from the video. ● In groups, guide the learners to recite poems related to various weather conditions. ● In pairs, guide learners to practice reciting poems related to various weather conditions. 	How do we recite poems?

Core Competencies to be developed;

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

Pertinent and Contemporary Issues;

Social cohesion as the learner recites the poem related to various weather conditions.

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.

Non-formal Activities that support learning;

Recite poems related to various weather conditions during clubs, societies and school functions.

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 7.0 HYGIENE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 OBSERVING AND SIGNING	7.1.1 Good grooming <ul style="list-style-type: none">• groom• brush• soap• nail cutter• comp	By the end of the sub strand, the learner should be able to; a) identify signs related to good grooming for effective communication, b) Sign good grooming practices for skill acquisition, c) Use signs for good grooming practices for effective communication, d) acknowledge the importance of good grooming practices. in day today 's life.	<ul style="list-style-type: none">• Guide the learner to observe signed videos , charts or illustrations on good grooming• In groups, guide learners to identify the signs of good grooming practices.• In pairs, guide the learners to sign various good grooming practices (brushing the teeth, comping the hair)• In groups, guide the learners to use signs of the good grooming practices to make simple sentences.• In pairs guide the learners to practice using the signs to make simple sentences	How do you sign words related to grooming?

Core Competencies to be developed;

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

Pertinent and Contemporary Issues;

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

Values;

- Unity as the learner signs the grooming 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 grooming practices in communication.

Non-formal Activities that support learning;

- Learners practice signs of grooming practices during clubs and societies.

Suggested modes of Assessment;

- Observation
- Peer assessment
- Signed questions

Suggested Resources;

Video clips, brooms, toothbrush, toothpaste, soap,comp, 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)
7.2 VIEWING AND INTERPRETING	7.2.1 Interpreting information from pictorials on good grooming.	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) identify signs related to good grooming practices from various pictorials, b) Tell signs of good grooming practices for skill acquisition, c) Use signs for good grooming practices to tell the meaning. d) acknowledge the importance of hygiene practices. in day today 's life. 	<ul style="list-style-type: none"> • Guide the learner to observe various pictorials, charts or illustrations on good grooming practices.. • In groups, guide learners to identify the signs of good grooming practices. • In pairs, guide the learners to tell signs of various good grooming practices (comb hair, washing hands,brushing teeth bathing) • In groups, guide the learners to tell the meaning of the signs. • In pairs guide the learners to use the signs to tell simple stories 	<p>How do you interpret simple pictures stories?</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 good grooming practices.

Values;

- Unity: as the learner tells the meaning of the signs of good grooming 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 themselves well groomed..

Non-formal Activities that support learning; Learners practice using signs of good grooming practices in clubs and societies.

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 Adjectives	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the signs of adjectives for knowledge acquisition, b) sign the adjectives related to good grooming for skill acquisition, c) use signs of adjectives related to good grooming in communication, d) appreciate using adjectives related to good grooming in communication. 	<ul style="list-style-type: none"> • Guide the learner to observe signed videos,charts on adjectives related to good grooming(clean,smart, neat, long, short) • In pairs , guide the learner to sign the adjectives.. • In groups, guide the learners to use signs of adjectives related to good grooming. • In pairs, guide the learner to sign simple sentences using adjectives related to good grooming. • In pairs, guide learners to practice using the signs of adjectives related to good groping. 	How do you sign adjectives?

Core Competencies to be developed;

- Communication and collaboration: is developed as the learners in pairs or groups sign adjectives related to good grooming.

Pertinent and Contemporary Issues;

- Effective communication: is developed as the learner uses signs of adjectives related to good grooming..

Values;

- Respect: is developed as the learner practices together in pairs or groups, signing adjectives related to good grooming..

Link to other Learning Areas;

- English language activities as learners use the signs related to good grooming.

Non-formal Activities that support learning;

- Learners practice using signs related to good grooming during clubs and societies.

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

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

Core Competencies to be developed;

- Communication and collaboration: is developed as learners in pairs or small groups sign poems related to good grooming.
- Self efficacy: is developed as the learner retells a narrated poem related to good grooming..

Pertinent and Contemporary Issues;

- social cohesion: as the learner signs the poems related to good grooming.together with others.

Values;

- Unity: is developed as learners sign the poem related to good grooming. in groups or in pairs..
- Respect: is developed as the learner practices signing the poems together in pairs or in groups.

Link to other Learning Areas;

- English language activities as learner build vocabulary when signing the poem.

Non-formal Activities that support learning;

- Learners practice signing poems during school functions, clubs and societies.

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>8.1 OBSERVING AND SIGNING</p>	<p>8.1.1 teeth nails bones hair fingers hands feet face</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 how to keep parts of the body clean using signs</p> <p>d) appreciate using signs related to parts of the body for self awareness</p>	<ul style="list-style-type: none"> ● Guide the learner to observe videos/pictorials on parts of the body. ● In groups, guide the learner to identify parts of the body from videos and pictorials. (teeth,nails,bones,hair,fingers,hands) ● Guide learners to fingerspell and sign words related to body part (teeth,nails,bones,hair,fingers,hands) ● Guide the learner to tell how to keep the body parts cleans using signs(nails,hair,teeth,hands) ● In group, guide the learner to fingerspell and sign the items used to clean the body parts (nail cutter,comb,soap,water,tooth brush) ● sing the learner to sign sing song related to the body parts 	<p>1. How do we sign the body parts?</p> <p>2. how do we sign items used to clean our body?</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 related to 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 observe grooming.

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- learner uses signs related to body parts during clubs and societies

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)
8.2 VIEWING AND INTERPRETING	8.2.1 Interpreting information from pictorials on parts of the body.	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify signs related to body part b) sign and fingerspell names of the parts of the body c) uses signs related to parts of the body for effective communication, d) describe daily routines to keep our body clean using signs e) appreciate the use of body parts in day-to-day survival . 	<ul style="list-style-type: none"> • Guide the learner to observe pictorials with signs related to parts of the body. • Guide the learner to interpret information related to parts of the body from the pictorials and share with peers. • In groups, guide the learner to identify signs related to the parts of the body from the pictorials. • In pairs or small groups, guide learners practice using signs related to parts of the body. • Guide the learner to tell daily routine to keep the body clean from the pictorials 	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

Non-formal Activities that support learning;

- learner uses signs related to body parts during clubs and societies

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	8.3.1Adjectives (descriptive adjectives)	By the end of the sub strand, the learner should be able to; a) identify the signs of adjectives for knowledge acquisition, b) fingerspell and sign the adjectives related to body parts for skill acquisition, c) use signs of adjectives related to body parts in communication, d) appreciate using adjectives related to body parts in communication,	<ul style="list-style-type: none"> • Guide the learner to observe signed videos,charts on adjectives related to parts of the body (big,small,long,short,) • In pairs , guide the learner to identify signs of adjectives related to parts of the body • In pairs , guide the learner to sign the adjectives related to parts of the body • In groups, guide the learners to use signs of adjectives related to parts of the body. • In pairs, guide the learner to sign simple sentences using adjectives related to body parts. • In pairs, guide learners to practice using the signs of adjectives related to parts of the body. 	How do we sign adjectives?

Core Competencies to be developed;

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

Pertinent and Contemporary Issues;

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

Values;

- Respect: is developed as the learner practices together in pairs or groups, signing adjectives 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
- Environmental activities as learners learn how to clean various parts of their body

Non-formal Activities that support learning;

- Learners practice using signs related to parts of the body during clubs and societies.

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)
8.4 PRESENTING	8.4.1 poem	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify poems related to parts of the body from a video clip,</p> <p>b) Recite (sign) poems related to parts of the body for enjoyment,</p> <p>c) recite poems related to the parts of the body for different occasions,</p> <p>d) enjoy reciting poems related to parts of the body on various occasions.</p>	<ul style="list-style-type: none"> ● Guide the learner to observe signed videos or pictures on poems related to parts of the body ● In pairs , guide the learner to identify poems related to parts of the body from the video. ● In groups, guide the learners to recite poems related to the parts of the body ● In pairs, guide learners to practice reciting poems related to the parts of the body 	<p>Why do we recite (sign) poems?</p>

Core Competencies to be developed;

- Self-efficacy: is developed as the recites(sign) songs related to parts of the body .
- Communication and collaboration: is developed as the learners in pairs or groups practice reciting poems related to parts of the body

Pertinent and Contemporary Issues;

- social cohesion as the learners in groups recite(sign) poems related parts of the body

Values;

- Unity: is developed as learners practice together in pairs or groups, reciting (sign) poems related to parts of the body.
- Respect: is developed as the learner practices together in pairs or groups,recite(sign) related to part of the body.

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- Recite(sign) poems related to parts of the body in school clubs, societies and school functions.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 OBSERVING AND SIGNING	9.1.1 Hobby- DEGREE OF ADVERBS Proper articulation of signs with appropriate facial expression.-- (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise appropriate degree of adverbs related to Hobby, b) sign degree of adverbs related to Hobby using appropriate facial expression, c) appreciate the use of appropriate facial expression in communication	<ul style="list-style-type: none">● Guide the learner to watch signed video clips with a degree of adverbs related to Hobby-free, time, enjoy, rest, love, happy,life, always, much, a lot related to My Friend.● In groups, guide the learner to sign degree of adverbs related to Hobby from the video clip using appropriate facial expressions.● In pairs or small groups, learners practice signing degree of adverbs related to Hobby	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 the degree of adverbs related to Hobby by signing simple sentences in pairs or small groups.

Pertinent and Contemporary Issues;

- Life Skills: are developed as the learner identifies signs used in the degree of adverbs related to Hobby for self - expression.
- Effective communication: is developed as the learner uses appropriate signs degree of adverbs related to Hobby when communicating.

Values;

- Unity: is developed as learners work in pairs or groups to sign sentences using a degree of adverbs related to Hobby.
- Respect: is developed as learners demonstrate appropriate facial expression when signing degree of adverbs related to Hobby

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- Learners use signs used in the degree of adverbs related to Hobby during assembly, clubs and societies.

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)
9.2 VIEWING AND VIEWING	9.2.2 Hobby vocabulary-Play football, cook, farm, read, etc (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify hobbies for self expression, b) sign hobbies for self expression in a given communication, c) use signs for hobbies in sentence during communication, d) appreciate the importance of hobbies in day-to-day life.	<ul style="list-style-type: none"> • Guide the learner to watch signed video clips on hobbies. • In groups, guide the learner to identify hobbies from the video clip. • Guide learner in pair or groups to appropriately sign hobbies for self expression. • In pairs or small groups, learners practice signing hobbies in a given sentence during communication. 	How do we sign hobbies?

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 vocabulary related to Hobby in a given sentence 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 vocabulary related to hobby during a given conversation..

Values;

- Unity: is developed as learners work in pairs or groups to highlights their hobbies
- Respect: is developed as learners appreciate each others hobbies when expressing willingly

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- Learners use signs related to hobbies know their friends hobbies during assembly, clubs and societies.

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)
9.3 GRAMMAR	9.3.1 Degree of Adverbs Always, like,love,much, deep (2 lessons)	By the end of the sub strand, the learner should be able to; e) identify degree of adverbs for effective communication, f) sign hobbies for self expression in a given communication, g) use degree of adverbs in describing hobbies in a given sentence during communication, h) appreciate the importance of the degree of adverbs in describing hobbies.	<ul style="list-style-type: none"> • Guide the learner to watch signed video clips on degree of adverbs. • In groups, guide the learner to identify the degree of adverbs from the video clip. • Guide learner in pair or groups to appropriately sign the degree of adverbs used in describing hobbies for self expression. • In pairs or small groups, learners practice use of degree of adverbs in describing hobbies in a given communication. 	How do we sign hobbies?

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 degree of adjectives when describing hobbies in sentence during communication in pairs or small groups.

Pertinent and Contemporary Issues;

- Life Skills: are developed as the learner recognises aspects of self expression using a degree of adjectives in describing hobbies.
- Effective communication: is developed as the learner uses a degree of adjectives when describing hobbies during a given conversation..

Values;

- Unity: is developed as learners work in pairs or groups to highlights their hobbies
- Respect: is developed as learners appreciate each others hobbies when expressing themselves willingly

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- Learners use signs hobbies to discover their friend's hobbies during assembly, clubs and societies.

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)
9.4 PRESENTING	9.4.1. A short Story-Hobby (2 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a. identify story related to hobby for self expression, b. sign a story related to hobby for self expression, c. appreciate the importance of hobbies in our lives. 	<ul style="list-style-type: none"> • Guide the learner to watch signed video clips on hobbies. • In groups, guide the learner to identify the story related to hobbies from the video clip. • Guide learner in pair or groups to rehearse the story about hobbies. • In pairs or small groups, learners present story in front of class • guide the learner to use digital device to record stories 	How do we sign hobbies?

Core Competencies to be developed;

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to record stories .
- Communication and collaboration: is developed as learners practice signing story about hobbies in in pairs or small groups.

Pertinent and Contemporary Issues;

- Life Skills: are developed as the learner sign story about preferred hobbies.
- Effective communication: is developed as the learner signs story in class.

Values;

- Unity: is developed as learners work in pairs or groups to rehearse story about hobbies
- Respect: is developed as learners appreciate each others story based on hobbies when expressing themselves willingly

Link to other Learning Areas;

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

Non-formal Activities that support learning;

- Learners use signs stories about hobbies to their friend's during assembly, clubs and societies.

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

Assessment Rubrics for Observing and Signing

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify signs related to etiquette during greetings	Identifies and demonstrates signs related to etiquette during greetings.	Identifies signs related to etiquette during greetings	Identifies some signs related to etiquette during greetings.	Identifies a few signs related to etiquette during greetings with guidance.
Ability to recognize signs related to things found outside the classroom for effective communication	accurately recognizes and correctly signs things found outside the classroom	recognize signs related to things found outside the classroom	recognize some signs related to things found in class room	recognize some signs related to things found outside the class room with prompt
Ability to identify by fingerspelling the target signs of members of the extended family with appropriate fingerspelling pace and pattern.	Identifies by fingerspelling the target signs of members of the extended 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 extended family with guidance
Ability to Sign names of structures found at home.	Signs names of structures found at home with accuracy and proper articulation.	Signs names of structures found at home.	Signs names of structures found at home with guidance.	Attempts to sign names of structures found at home.
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 sign words related to weather.	Signs words related to weather with proper articulation.	Signs names of words related to weather.	Makes significant effort to sign names of words related to weather.	Makes minimal effort to sign words related to weather.

Ability to identify signs related to good grooming	Identifies accurately signs related to good grooming	Identifies signs related to related to good grooming	Identifies signs related to good grooming with guidance.	Attempts to identify signs related to good grooming
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.	identify fingerspell and signs parts of the body	Identifies some signs related to parts of the body accurately, but finger spells with significant assistance.	Identifies some signs for parts of the body with prompt
Ability to recognise appropriate degree of adverbs related to Hobby	Recognise appropriate degree of adverbs related to Hobby using appropriate facial expression	Recognise appropriate degree of adverbs related to Hobby	Recognise some appropriate degree of adverbs related to Hobby with significant effort	Recognise some appropriate degree of adverbs related to Hobby with guidance

Assessment Rubrics Viewing and Interpreting

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign different signs of etiquette in greetings from pictorials,	Signs different forms of greetings from pictorials with proper articulation and appropriate body language.	Signs different signs of etiquette in greetings from pictorials,	Signs some signs of etiquette in greetings from pictorials,	Signs different signs of etiquette in greetings from pictorials, but not with articulation of signs.
Ability to describe signs of things found outside the classroom for communication,	Describes signs related to things found in the classroom by providing detailed and accurate explanations from pictorials	describing signs of things found outside the classroom for communication,	describes some of the signs related to things found outside the classroom without detailed explanation from pictorials	describe some of the signs related to things found outside the classroom from pictorials with assistance.
Ability to recognise signs of vocabulary related to the members of extended family	Recognises signs of vocabulary related to the members of extended family using appropriate hand to eye coordination	Recognises signs of vocabulary related to the members of extended family	Recognises some signs of vocabulary related to the members of extended family	Recognises some signs of vocabulary related to the members of the extended family with assistance.
Ability to identify signs of structures found at home.	Accurately identifies, finger spells and signs the majority of structures found at home.	Identifies signs of structures found at home.	Makes significant effort to identify signs of structures found at home..	Makes an attempt to identify signs of structures found at home.
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 sign words related to weather conditions.	Signs words related to weather conditions with proper articulation.	Signs words related to weather conditions.	Makes significant effort to sign words related to weather conditions.	Makes minimal effort to sign words related to weather conditions.
Ability to use signs for good grooming practices to tell the meaning	Uses signs for good grooming practices to tell the meaning with proper articulation and body language.	Uses signs for good grooming practices to tell the meaning	Uses some signs for good grooming practices to tell the meaning	Use signs for good grooming practices to tell the meaning with prompts.

Ability to sign and fingerspell names of body parts	signs accurately and fingerspells names of body parts with appropriate facial expression	signs and fingerspell names of body parts	sign accurately and fingerspell some of the names of body with appropriate facial expression	sign accurately and fingerspell some of the names of the parts of the body with inappropriate facial expression
Ability to sign vocabulary related to Hobby for effective communication	Sign varied hobbies related to Hobby appropriately for effective communication	Sign vocabulary related to Hobby	Sign some hobbies for self expression with significant effort	Sign some hobbies for self expression with guidance

Assessment Rubrics for Grammar

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify adverbs related to etiquette in greetings	Identifies and demonstrates adverbs related to etiquette in greetings	Identifies adverbs related to etiquette in greetings	Makes significant effort to identify adverbs related to etiquette in greetings	Makes minimal effort to identify adverbs related to etiquette in greetings
Ability to use signs of pronoun related to things found outside the classroom	Uses signs of pronouns related to things found outside the classroom with appropriate articulation and body language.	uses signs of pronoun related to things found outside the classroom	Uses some signs and pronouns related to things found outside the classroom.	Attempts to use signs of pronouns related to things found outside the classroom with a prompt.
Ability to use sign pronouns related to the extended family.	Uses sign pronouns related to the extended family with appropriate facial expression and body language.	Uses sign pronouns related to the nuclear family	Uses some sign pronouns related to the extended family.	Attempts to use sign some pronouns related to the extended family with prompt.
Ability to use signs of adjectives to describe structures found at home.	Uses signs of adjectives to describe structures found at home with accuracy and proper articulation.	Uses signs of adjectives to describe things found structures found at home.	Makes significant effort to use signs of adjectives to describe structures found at home.	Makes minimal effort to use signs of adjectives to describe structures found at home.
Ability to identify plurals related to ICT devices.	Identifies and demonstrates plurals related to ICT devices.	Identifies plurals related to ICT devices.	Identifies some plurals related to ICT devices.	Identifies some plurals related to ICT devices. with assistance.
Ability to use signs of adjectives to	Uses signs of adjectives to describe structures found at	Uses signs of adjectives to describe things	Makes significant effort to use signs of adjectives to	Makes minimal effort to use signs of adjectives to

describe structures found at home.	home with accuracy and proper articulation.	found structures found at home.	describe structures found at home.	describe structures found at home.
Ability to use signs of adjectives related to good grooming	Uses signs of adjectives related to good grooming with appropriate articulation and body language.	Uses signs of adjectives related to good grooming	Uses some signs of adjectives related to good grooming	Uses some signs of adjectives related to good grooming but with assistance.
Ability to identify the signs of adjectives for knowledge acquisition, sign and fingerspell the adjectives related to body parts for skill acquisition,	Accurately identifies the signs of adjectives for knowledge acquisition Signs and fingers spell the adjectives related to hygiene for skill acquisition with appropriate articulation and body language.	identifies the signs of adjectives for knowledge acquisition, signs and fingerspell the pronouns related to body parts for skill acquisition,	Identifies some signs of adjectives for knowledge acquisition Signs and finger spells the adjectives related to body parts for skill acquisition with guidance.	Identifies some signs of adverbs for knowledge acquisition with prompt sign but fingerspell some adjectives related to hygiene for skill acquisition with prompt
Ability to use degree of adverbs when describing hobbies in a given sentence,	Use degree of adverbs when describing hobbies in a given sentence using appropriate facial expression and body language	Use degree of adverbs when describing hobbies in a given sentence,	make an significant effort to use some degree of adverbs describing hobbies in a given sentence,	use some degree of adverbs describing hobbies in a given sentence with guidance

Assessment Rubrics for Presenting

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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Ability to identify greetings of different times of the day,	Accurately identifies greetings of different times of the day,	Identifies greetings of different times of the day.	Makes significant effort to identify greetings at different times of the day.	Makes minimal effort to identify greetings of different times of the day.
Ability to identify songs related to things found in the classroom	Identifies songs related to things found in the classroom with accuracy.	Identifies songs related to things found in the classroom.	Identifies songs related to things found in the classroom with significant effort.	Identifies songs related to things found in the classroom with guidance.
Ability to sign songs related to extended family for different occasions	signs songs related to extended family for different occasions with appropriate facial expression and body language	signs songs related to extended family for different occasions	signs songs related to extended family for different occasions with significant effort	signs songs related to extended family for different occasions with guidance
Ability to recite poems related to structures found at home.	Recites poems related to structures found at home with proper articulation and appropriate body language.	Recites poems related to structures found at home.	Makes significant effort to recite poems related to structures found at home.	Recite poems related to structures found at home with guidance.
Ability to sign stories related to ICT devices on message delivery,	signs accurately stories related to ICT devices on message delivery, with appropriate articulation.	signs stories related to ICT devices on message delivery	signs stories related to ICT devices on message delivery with assistance.	Attempts to signing story related to ICT devices on message delivery,
Ability to recite(signs) poems related to various weather conditions.	Recites poems related to various weather conditions with proper articulation and appropriate body language.	Recites poems related to various weather conditions	Recites poems related to various weather conditions	Recites poems related to various weather conditions with guidance.
Ability to sign poems related to grooming as sources of information.	Signs poems related to grooming as sources of information.. with appropriate articulation and body language.	Sign poems related to grooming as sources of information.	Sign poems related to grooming as sources of information. with guidance.	Attempts to sign poems related to grooming as sources of information.

Ability to sign poems related to grooming as sources of information.	Signs poems related to grooming as sources of information.. with appropriate articulation and body language.	Sign poems related to grooming as sources of information.	Sign poems related to grooming as sources of information. with guidance.	Attempts to sign poems related to grooming as sources of information.
Ability to Practice reciting poems related to parts of the body	Practices reciting(signing) poems songs related to parts of the body accurately and fluently, using clear and appropriate signs with consistent facial expressions.	Practice reciting(signing) poems related to parts of the body	Practices reciting(signing)poems related to parts of the body accurately but with inconsistent facial expressions.	Practices reciting (signing)poems related to parts of the body inaccurately with inconsistent facial expressions.
Ability to present a story related to hobby for self expression,	Ability to present a story related to hobby for self expression,	Present a story related to hobby for self expression,	makes an effort to present a story related to hobby for self expression,	present a story related to hobby for self expression with guidance with guidance

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

Community Service 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

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

APPENDIX 2 SUGGESTED LEARNING RESOURCES

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

APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Observing and Signing	Viewing and Interpreting	Grammar	Presenting
<ul style="list-style-type: none"> • Practice using etiquette in greeting one another in assembly, clubs and societies. • Practice proper handling and care of classroom materials, including how to use them safely and responsibly. • Role-play members of extended family in clubs and societies. • Use signs of structures found at home during assembly, clubs and societies. • Practice using the signs of ICT devices in clubs and societies. • Practices using signs of words related to weather in clubs and societies. 	<ul style="list-style-type: none"> • Practice greeting one another in assembly, clubs and societies. Using signs of etiquette. • Practice signs related to things found outside the classroom in school clubs and societies. • Sign vocabulary related to extended family with one another in assembly, clubs and societies. • Practice using signs of structures found in clubs and societies. • Practice using signs of ICT devices in clubs and societies. • Use the acquired signs of words related to weather in clubs and societies. 	<ul style="list-style-type: none"> • Use signs of adverbs related to etiquette in greetings during clubs, societies and school functions. • Use signs of pronouns related to things found outside the classroom during clubs, societies and school functions. • Use signs of pronouns related to the extended family during clubs, societies and school functions. • Use signs of adjectives to describe structures found at home during clubs, societies and school functions. • Use signs of plurals related to ICT devices during clubs, societies and school functions. • Use signs of words related to weather conditions during clubs and societies. 	<ul style="list-style-type: none"> • practice greetings at different times of the day during clubs, societies and school functions. • sing songs related to things found outside the classroom during clubs, societies and school functions. • Sign songs related to nuclear families during clubs, societies and school functions. • Recite poems related to structures found at home during clubs, societies and school functions. • Practice signing stories related to ICT devices during clubs, societies and school functions. • Recite poems related to various weather conditions during clubs, societies and school functions. • Practice signing poems during school functions, clubs and societies.

<ul style="list-style-type: none"> • Practice signs of grooming practices during clubs and societies. • Uses signs related to body parts during clubs and societies • Use signs used in the degree of adverbs related to Hobby during assembly, clubs and societies. 	<ul style="list-style-type: none"> • Practice signs of grooming practices during clubs and societies. • Uses signs related to body parts during clubs and societies. • Use signs related to hobbies know their friends hobbies during assembly, clubs and societies. 	<ul style="list-style-type: none"> • Practice using signs related to good grooming during clubs and societies. • Practice using signs related to parts of the body during clubs and societies. • Use signs and hobbies to discover their friend's hobbies during assembly, clubs and societies. 	<ul style="list-style-type: none"> • Recite(sign) poems related to parts of the body in school clubs, societies and school functions. • Use signs hobbies to discover their friend's hobbies during assembly, clubs and societies.
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