



REPUBLIC OF KENYA
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CURRICULUM DESIGNS
FOR LEARNERS WITH HEARING IMPAIRMENT
GRADE 4

KENYAN SIGN LANGUAGE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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First Published in 2018

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Essence Statement

Kenyan Sign Language (KSL), as any other language is conceptualized **in the minds during the use of common manual/visual symbol codes** in aspects of human communication. It enhances comprehension of signed language through observing and signing or finger spelling.

In this context, learners will mainly rely on **Receptive** and **Expressive** signing skills as the only mode of communication. The learners will benefit by observing, fingerspelling and signing.

Therefore the teacher should embrace the use of appropriate fingerspelling and signing while teaching the learners. The **Kenyan Sign Language structure (KSL sign order)** should be adhered to.

Constitution of Kenya (CoK) Article 7(3)b), which states that *state shall promote and develop Kenyan Sign Language*, this statement captures what has been done to improve the field of Deaf Education and public service accessibility just like other hearing individuals without any forms of discriminations and denial. Article 120, *recognizes Kenyan Sign Language as one of the official language of Kenyan Parliament*

FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen” while the mission is “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core Competencies, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is also geared towards making learning enjoyable.

Curriculum designs are developed to enable implementation of the Basic Education Curriculum. The designs contain the National Goals of Education, outlines the middle school, subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to Values, Pertinent and Contemporary Issues (PCIs:) and to other subjects. It is my hope that all educators in Upper Primary level will anchor their delivery of Basic and on these Curriculum Designs.

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INTRODUCTION

This design has been developed for learners in Grade 4. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the suggested Learning Outcomes and be able to use the Suggested Learning Experiences to achieve the outcomes. The teacher can also design own learning experiences as long as learners achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end, they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.

NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfilment**

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

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

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LEVEL LEARNING OUTCOMES FOR THE UPPER PRIMARY

By the end of the middle school the learner should be able to:

- a) apply literacy, numeracy skills and logical thinking appropriately in self-expression;
- b) communicate effectively in diverse contexts;
- c) apply digital literacy skills appropriately for communication and learning in day to day life;
- d) demonstrate social skills, spiritual and moral values for peaceful co-existence;
- e) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development;
- f) practise hygiene, appropriate sanitation and nutrition to promote health;
- g) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility;
- h) manage pertinent and contemporary issues in society effectively;
- i) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious living;

OVERVIEW OF HEARING IMPAIRMENT

Hearing impairment refers to the inability to hear, either totally or partially, leading to difficulty in following conversational speech. Hearing impaired learners with a hearing loss of more than 90 dB have challenges in processing of linguistic information through audition with or without amplification.

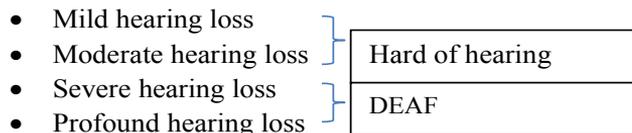
Hearing impaired learners are grouped depending on the degree of the hearing loss, age of the onset and the type of the loss.

The table below summarizes the general impact the degree of hearing loss has on an individual.

Hearing Thresholds (dB HL)	Classification	Impact
-10 to 15	normal hearing	Child can hear sounds and speech even if they are very soft
16 to 25	slight hearing loss	Child may have trouble hearing soft speech, soft sounds, or

		speech spoken from a distance
26 to 40	mild hearing loss	Child will consistently miss some speech sounds. This will be even more noticeable when there is background noise or when the child is not standing close to the person speaking. Speech and language development may be affected. Hearing aids will likely be beneficial.
41 to 55	moderate hearing loss	Child just barely hears speech at a conversational level in a quiet environment and may or may not be able to understand what is being said. The child's speech and language will likely be affected. Hearing aids are required.
56 to 70	moderately-severe hearing loss	Child may hear some speech sounds, but will be unable to understand speech without hearing aids. Speech and language development will be delayed. Hearing aids are required.
71 to 90	severe hearing loss	Child may detect loud sounds in the environment, but will not hear normal conversational speech. Child requires hearing aids in order to learn to speak. Sign language could be an option.
90+	profound hearing loss	Child likely responds more to vibrations than to sounds. Child may or may not receive benefit from traditional hearing aids. Cochlear implantation or the use of sign language are two options available that could benefit this type of loss.

Depending on the degree of hearing loss the learners with hearing loss are then grouped into two distinct groups, that is, learners who are Hard of Hearing (HoH) and learners who are Deaf.



Hearing impaired learners may also include the pre-lingual hearing impaired; these are children who are born deaf or those who acquire deafness at early age before acquisition of any speech. Post-lingual children include all those individuals who acquired deafness later in life after developing speech. This group of HI may have good speech and are good in lip reading.

Education for Hearing impaired learners in Kenyan context is offered in special residential, integrated schools and special units attached to the normal schools. The special residential education is offered in special schools meant for the hearing impaired both in primary from pre-school to class eight and in secondary school level from form one to form four. Integrated school is where HI learners learn with the hearing students but in different classes but are exposed to the same curriculum aspects and share common activities. The inclusive schools also called special units; is where the HI learners learn together with the hearing learners in the same classes with the support of a specialist or adaptations of the curriculum to attend to their needs.

This curriculum design has been adapted to suit the needs of learners with hearing impairment in all schools. The curriculum adaptation focuses on: Specific learning outcomes, suggested learning experiences, suggested community service, suggested resources, time, suggested learning resources and Assessment rubric. The suggested activities in this adapted curriculum are intended to guide the teacher implementing this curriculum.

Learners with hearing impairment have limited meaningful audio interactions with their environment and as such they utilize their visual and residual auditory senses to acquire information, hence they require special consideration in the learning process. It is recommended that total communication (manual signs, gestures, body language, and lip reading among others) is used as a mode of communication in the day to day interactions with peers and the society; and this enables the learner to access meaningful learning. Visual and residual auditory senses should be stimulated to maximize potential in acquisition of knowledge, skills and attitudes. The learner, therefore, should make use of the available assistive devices and technology, for example, hearing aids, acoustic treated rooms and maintaining clear visual communication channel. Teachers should also adapt part of the content that contains sound since these learners cannot hear.

In addition, the Hearing Impaired learners require assistance in the learning process especially in the practical and oral oriented activities. The relevant adaptations including use of signs, lip reading and more time will be required in actual learning experiences and in examinations where applicable and should be individualized. Furthermore, other adaptations in the learning environment include making of learning resources usable to the learner; for example, adapting audio visual materials to have captions and/or sign language interpreter and brightly lit environment to suit the needs of the learner.

The instructions should be adapted to facilitate effective performance and mastery of the intended skill. Learners with hearing impairment being a diverse group, the teacher will be expected to ensure that specialized assessment is done on each learner in every class before deciding on the desired skill and competence levels to be achieved.

It is also suggested that instructional and assessment time to vary according to the needs of the learner. Suggested adaptations in assessment may include, oral/signed testing and audio/visual recording among others.

NOTE: Deviations in levels of accuracy and time allocation should be allowed based on the individual learner's limitations (Kenya National Examination Council (KNEC) to workout modalities of fixing time and Mode of assessment). Cases of learners with multiple disabilities need to be considered.

General Learning Outcomes for Kenyan Sign Language (KSL)

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using **receptive and expressive (fingerspelling, signing and Non Manual Features)** modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

GRADE 4

SUGGESTED TIME ALLOCATION FOR STRANDS AND SUB- STRANDS

LESSON ALLOCATED TO EVERY STRAND	
RECEPTIVE AND EXPRESSIVE SIGNING SKILLS	112
TOTAL	112

THEMES

1. DEAF CULTIURE
2. KENYAN SIGN LANGUAGE (STRUCTURE SIGN ORDER)
3. HOME
4. FAMILY
5. DOMESTIC ANIMALS
6. OCCUPATION
7. TOWNS

- 8. PEOPLE IN OUR COMMUNITY
- 9. SHOPPING
- 10. DISEASES
- 11. INFORMATION COMMUNICATION TECHNOLOGY

STRAND	SUB-STRAND	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
DEAF CULTURE (signing etiquette)	RECEPTIVE AND EXPRESSIVE SKILLS Signing Etiquette (Eye contact ,Turn-taking)	By the end of the sub-strand the learner should be able to: a) use appropriate eye contact during communication, b) practice appropriate turn-taking during conversation, c) practice appropriate way of drawing attention from others during communication, d) appreciate etiquette in their day to day interaction.	<ul style="list-style-type: none"> Learners could be guided to play games that will enhance maintenance of appropriate eye contact. In pairs learners could be guided to share experiences in school and at home to enhance turn-taking during conversation. Observe appropriate and inappropriate ways of turn-taking during a given conversation. Watch a video clips showing learners taking turns during communication. In groups learners could be guided to dramatize drawing attention during signing. 	<ol style="list-style-type: none"> APPROPRIATE EYE CONTACT TIME COMMUNIATIO N US MAINTAIN HOW US COMMUNICATI ON POSSIBLE INTERRUPT HOW
Core competences to be developed: <ul style="list-style-type: none"> Communication and collaboration is enhanced as the learners share their experiences in drawing attention. Self-efficacy in enhanced as the learners express themselves. Digital literacy is developed as the learners watch videos clips showing turn-taking during communication. 				
Links to PCIs: <ul style="list-style-type: none"> Life skills – self-esteem is developed as learners express themselves. 			Link to values: Respect is developed as the learners take turns and draw attention appropriately during communication.	
Link to other Learning Areas <ul style="list-style-type: none"> English Language Kiswahili Religious Education 			Suggested community service learning: <ul style="list-style-type: none"> Use appropriate eye contact and turn-taking as they relate and communicate with other people in the community. 	

Non-formal activities to support learning: <ul style="list-style-type: none"> • Debate 	Suggested assessment: <ul style="list-style-type: none"> • Observation/Signing • Peer assessment
Suggested resources <ul style="list-style-type: none"> • Signed Video clips • Kenyan Sign Language Drafts 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Maintaining appropriate Eye Contact	<ul style="list-style-type: none"> • Consistently and correctly maintains appropriate eye contact during communication. 	<ul style="list-style-type: none"> • Maintains appropriate eye contact during communication. 	<ul style="list-style-type: none"> • Sometimes maintains appropriate eye contact during communication. 	<ul style="list-style-type: none"> • Has difficulty in maintaining appropriate eye contact during communication.
Turn-taking	<ul style="list-style-type: none"> • Consistently demonstrates appropriate turn-taking during a given conversation. 	<ul style="list-style-type: none"> • Demonstrates appropriate turn-taking during a given conversation. 	<ul style="list-style-type: none"> • Sometimes maintains appropriate turn-taking during a given conversation. 	<ul style="list-style-type: none"> • Has difficulty in demonstrating appropriate turn taking in a given conversation.
Drawing attention	<ul style="list-style-type: none"> • Consistently and appropriately draws attention during communication. 	<ul style="list-style-type: none"> • Appropriately draws attention during communication. 	<ul style="list-style-type: none"> • Sometimes draws attention appropriately during communication. 	<ul style="list-style-type: none"> • Rarely draws attention appropriately during communication.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
KSL SIGN ORDER (Grammar) (8 Lessons)	RECEPTIVE AND EXPRESSIVE SKILLS <ul style="list-style-type: none"> • Forms of KSL Sign Order 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify KSL sign order in sentences, b) sign simple sentences following the KSL sign order for effective communication (OSV-Object Subject Verb/SOV-SUBJECT OBJECT VERB), c) apply appropriate facial expression/Non Manual markers when signing KSL sentences, d) appreciate the use of KSL word order in communication. 	<ul style="list-style-type: none"> • Learners could be guided to identify SUBJECT, OBJECT and VERB/OBJECT, SUBJECT and VERB in simple KSL sentences. • In pairs or groups, learners could be guided to sign sentences while observing KSL sign order. • Learners could be guided to apply appropriate facial expression/Non Manual markers when signing KSL sentences. 	<ol style="list-style-type: none"> 1. WORD ORDER THERE KSL SIGN HOW 2. APPROPRIATE FACIAL EXPRESSION/NO N MAMUAL MARKER DEMONSTRATE HOW
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners work in pairs and groups signing sentences following KSL sign order. • Critical thinking and problem solving is enhanced as learners identify correct KSL sign order. • Learning to learn is enhanced as learners use KSL sign order in communication. 				

Links to PCIs: <ul style="list-style-type: none"> • Life skill – Self-esteem is enhanced as learners sign sentences using KSL sign order. 	Link to values: <ul style="list-style-type: none"> • Responsibility is developed as learners work in pairs and groups during signing.
Link to other Learning Areas: None	Suggested community service learning: <ul style="list-style-type: none"> • Involve community in practicing sign order in KSL
Non-formal activities to support learning: <ul style="list-style-type: none"> • Signing Poems using correct KSL sign order during clubs and society 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing.
Suggested resources: <ul style="list-style-type: none"> • Signed Video clips • KSL Interactive CD/DVD • Kenyan Sign Language Drafts 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Identifying KSL sign order	<ul style="list-style-type: none"> • Consistently and correctly identifies KSL sign order in sentences 	<ul style="list-style-type: none"> • Correctly identifies KSL sign order in sentences 	<ul style="list-style-type: none"> • Sometimes identifies KSL sign order in sentences 	<ul style="list-style-type: none"> • Has difficulty in identifying KSL sign order in sentences.
Signing simple sentences on SOV/OSV	<ul style="list-style-type: none"> • Consistently and correctly signs simple sentences using KSL sign order and assists other learners. 	<ul style="list-style-type: none"> • Correctly signs simple sentences using KSL sign order. 	<ul style="list-style-type: none"> • Sometimes signs simple sentences using KSL sign order. 	<ul style="list-style-type: none"> • Exhibits difficulties when signing simple sentences in KSL sign order.
Applying appropriate facial expression/Non Manual Markers	<ul style="list-style-type: none"> • Consistently and correctly applies appropriate facial expressions when signing. 	<ul style="list-style-type: none"> • Correctly applies appropriate facial expressions when signing. 	<ul style="list-style-type: none"> • Sometimes applies appropriate facial expressions when signing. 	<ul style="list-style-type: none"> • Rarely applies appropriate facial expressions when signing.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
HOME (Structures)	RECEPTIVE AND EXPRESSIVE SKILLS <ul style="list-style-type: none"> • Vocabulary • Possessive pronouns(OUR, MINE, YOUR) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) appropriately fingerspell various vocabularies related to home structures, b) appropriately sign various vocabularies related to home, structures for effective communication, c) demonstrate fluency in signing simple sentences using <i>possessive pronouns</i>, d) Appreciate different structures found in the homestead. 	<ul style="list-style-type: none"> • Learners could be guided to appropriately fingerspell names of various structures at home. • Learners could be guided to sign names of various structures at home appropriately. • Learner could be guided to construct sentences using possessive pronouns. • Learners could be guided to take 	<ol style="list-style-type: none"> 1. STRUCTURE DIFFERENT DIFFERENT HOME NAME WHAT 2. STRUCTURE DIFFERENT DIFFERENT HOME SIGN HOW

			<p>photographs of different structures in the homestead using various digital devices.</p> <ul style="list-style-type: none"> • Visit a nearby homestead and identify various structures (toilets, cowshed and food stores). • Learners could be guided to model different structures in the homestead. 	
<p>Core competencies to be developed Digital literacy is developed as the learners take photographs of different structures found at home</p>				

<p>Link to PCIs Lifeskill is enhanced as learners construct various structure found in the homestead.</p>	<p>Link to values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learners care of digital devices and structures found at home • Unity is promoted as learners work together in pairs or groups.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Creative Arts • Social Studies • Religious Education 	<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • Share signs of various structure in a home and extended family members with people they meet during their visit.
<p>Non-formal activities to support learning</p> <ul style="list-style-type: none"> • Learners visit a nearby homestead and identify various structures (toilets, cowshed and food stores). 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation and signing • Self and Peer assessment

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fingerspelling of vocabularies related to home structures	<ul style="list-style-type: none"> Consistently and accurately fingerspells vocabularies related to home structures and assists other learners. 	<ul style="list-style-type: none"> Accurately fingerspells vocabularies related to home structures. 	<ul style="list-style-type: none"> Fingerspells some vocabularies related to home structures correctly. 	<ul style="list-style-type: none"> Has difficulties in fingerspelling vocabularies related to structures at home.
Signing various vocabularies related to home structures	<ul style="list-style-type: none"> Consistently and correctly signs vocabularies related to home structures. 	<ul style="list-style-type: none"> Correctly signs vocabularies related to home structures. 	<ul style="list-style-type: none"> Signs some vocabularies related to home structures correctly. 	<ul style="list-style-type: none"> Learners signs vocabularies related to structures at home she/he is familiar with.
Constructing sentences using possessive pronouns	<ul style="list-style-type: none"> Consistently and correctly constructs sentences using given possessive pronouns and also assist other learners. 	<ul style="list-style-type: none"> Correctly construct sentences using given possessive pronouns. 	<ul style="list-style-type: none"> Construct few sentences using given possessive pronouns. 	<ul style="list-style-type: none"> Has challenges in constructing sentences using given possessive pronouns.

Strand	Sub strand	Specific Learning Outcome	Suggested learning Experience	Key Inquiry Questions
FAMILY	RECEPTIVE AND EXPRESSIVE <ul style="list-style-type: none"> • Extended Family members • Pronouns (SHE, HE, ME, YOU) 	By the end of the sub strand learner should be able to: <ol style="list-style-type: none"> a) fingerspell the titles of extended family members, b) sign titles of different extended family members, c) construct simple sentences using <i>pronouns</i>, d) Appreciate the titles of different extended family members. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell titles of different extended family members. • Learners could be guided to sign titles of different extended family members. • Learners could be guided to construct simple sentences using pronouns. • In pairs learners sign simple sentences using titles of different extended family members. • Learners could be guided to observe and sign different extended family members on a family tree chart. 	<ol style="list-style-type: none"> 1. EXTENDED FAMILY MEMBER DIFFERENT DIFFERENT CALL HOW 2. EXTENDED FAMILY MEMBER DIFFERENT DIFFERENT SIGN HOW 3. SIGN PRONOUN DIFFERENT DIFFERENT SIGN HOW
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration is developed as learners fingerspell and sign titles of different extended family members in pair or groups. • Self-efficacy is enhanced as learners name their own extended family members. 				
Links to PCIs: <ul style="list-style-type: none"> • Life skills is developed as learners help own extended family members at home for example grandparents. 			Link to values: <ul style="list-style-type: none"> • Love – is enhanced as learners care for their own extended family members at home for example helping grandparents with home chores. 	

<p>Link to other Learning Areas</p> <ul style="list-style-type: none"> • Religious studies • English language • Social Studies 	<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • Learners could visit extended family members and share signs of titles with them.
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • Learners to telling stories about extended family members in groups. 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation and signing • Self and peer assessment
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Family tree chart • Family Photos • Resource persons • KSL Drafts • KSL DVD/CD 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fingerspelling titles of extended family members.	<ul style="list-style-type: none"> • Consistently and accurately fingerspells titles of extended family members. 	<ul style="list-style-type: none"> • Accurately fingerspells titles of extended family members. 	<ul style="list-style-type: none"> • Fingerspells titles of some extended family members correctly. 	<ul style="list-style-type: none"> • Experiences difficulties in fingerspelling titles of extended family members.
Signing titles of extended family members.	<ul style="list-style-type: none"> • Consistently and correctly signs titles of extended family members. 	<ul style="list-style-type: none"> • Correctly signs titles of extended family members. 	<ul style="list-style-type: none"> • Correctly signs the titles of extended family members but interchanges place of articulation. 	<ul style="list-style-type: none"> • Has difficulties in signing the titles of extended family members.
Constructing simple sentences using pronouns	<ul style="list-style-type: none"> • Consistently and correctly constructs simple sentences using pronouns. 	<ul style="list-style-type: none"> • Correctly constructs simple sentences using pronouns. 	<ul style="list-style-type: none"> • Constructs few simple sentences using pronouns correctly. 	<ul style="list-style-type: none"> • Has challenges constructing simple sentences using pronouns.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
DOMESTIC ANIMALS	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • Importance of domestic animals • Present tense 	By the end of the sub strand learner should be able to: <ol style="list-style-type: none"> a) sign names of different domestic animals, b) sign different products from domestic animals; c) sign simple sentences in <i>present tense</i> about the use of domestic animals, d) use pictures to sign different uses of domestic animals, e) answer questions on the use of domestic animals, f) appreciate the use of and taking care of domestic animals at home. 	<ul style="list-style-type: none"> • Learners could be guided to sign names of different domestic animals (chicken, cow goat sheep, dog cat, camel, and donkey). • Learners could sign different products from domestic animals. • Learner could be guided to construct sign simple sentences in present tense about the use of domestic animals • In pairs learners could be guided to look at pictures/watch signed video clips of different domestic animals then discuss their uses. • Learners could be guided to construct simple sentences on the use of different domestic animals. 	<ol style="list-style-type: none"> 1. ANIMAL DIFFERENT DIFFERENT HOME KEEP NAME WHAT 2. TENSE PRESENT SIGN HOW

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners in pairs or groups discuss on different uses of domestic animals. 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Animal welfare is enhanced as learners take care of domestic animals at home. 	<p>Link to values:</p> <ul style="list-style-type: none"> • Responsibility is developed as learners care domestic animals for example feeding them. • Respect is promoted as learners accept each other's opinions during discussion.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English Language • Religious Education • Social Studies 	<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • Learners communicate about the importance of domestic animals to members of the community.
<p>Non-formal activities to support learning: Learners to do the following:</p> <ul style="list-style-type: none"> • Signing Poems on domestic animals. • Puzzles • Guided questioning Games 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation and signing • Self and peer assessment
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Pictures • Photos of domestic animals and products • Resource persons • KSL DVD/CD 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing names of animal products	<ul style="list-style-type: none"> Consistently and correctly signs names of animal products from domestic animals and assists other learners. 	<ul style="list-style-type: none"> Correctly signs names of animal products from domestic animals. 	<ul style="list-style-type: none"> Correctly signs names of few animal products from domestic animals. 	<ul style="list-style-type: none"> Experiences difficulties in signing names of animal products from domestic animals.
Constructing simple sentences on the importance of domestic animals	<ul style="list-style-type: none"> Correctly constructs simple sentences on the importance of domestic animals and help other learners do the same. 	<ul style="list-style-type: none"> Correctly constructs simple sentences on the importance of domestic animals. 	<ul style="list-style-type: none"> Correctly constructs simple sentences on the importance of domestic animals with assistance. 	<ul style="list-style-type: none"> Attempts to construct simple sentences on the importance of domestic animals with assistance.
Constructing simple sentences using present tense	<ul style="list-style-type: none"> Consistently and correctly constructs simple sentences using present tense and assists other learners. 	<ul style="list-style-type: none"> Correctly constructs simple sentences using present tense. 	<ul style="list-style-type: none"> Constructs few simple sentences using present tense correctly. 	<ul style="list-style-type: none"> Attempts to construct simple sentences using present tense correctly.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Key Inquiry Questions
OCCUPATION (LOCAL)	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • vocabularies • Future tense 	By the end of the sub strand the learner should be able to <ol style="list-style-type: none"> a) finger spell names of local occupations in their community, b) sign names of local occupations in their community, c) sign vocabularies related to future tense, d) construct simple sentences using <i>future tense</i>; e) dramatize different local occupations in their community, f) watch video showing people involved in different occupations, g) appreciate the different local occupations done by people in the community. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of local occupations in their community. • Learners could be guided to sign names of local occupations in their community. • Learners could be guided to sign vocabularies related to future tense • Learners could be guided to construct simple sentences using future tense. • In groups, learners role play different local occupations in their community. • Learners could be guided to collect photos and pictures of people involved in different occupations. • Watch video showing people involved in different local occupations. 	<ol style="list-style-type: none"> 1. COMMUNITY YOUR OCCUPATION DIFFERENT DIFFERENT FINGERSPELL HOW 2. COMMUNITY YOUR OCCUPATION DIFFERENT DIFFERENT SIGN HOW 3. SIGN DIFFERENT DIFFERENT SHOW TENSE FUTURE SIGN HOW

Core competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination is enhanced as learners role play different occupations in their community. • Digital literacy is developed as learners watch video on different occupations. 				
Links to PCIs: <ul style="list-style-type: none"> • Poverty eradication as learners develop interest and appreciate different occupations in their community. 			Link to values: Respect is enhanced as learners role play different occupations in their community.	
Link to other subjects: <ul style="list-style-type: none"> • English Language • Social Studies • Agriculture 			Suggested community service learning: <ul style="list-style-type: none"> • Share signs of local occupation in their community with family members and friends. 	
Non-formal activities to support learning: Learners to sign : Signs poems on occupations.			Suggested assessment: <ul style="list-style-type: none"> • Observation and signing • Self and peer assessment 	
Suggested resources: <ul style="list-style-type: none"> • Resource persons • KSL drafts • Photos showing different occupations • Video clips showing different occupations • KSL DVD/CD 				

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fingerspelling and signing names of local occupations in their community	<ul style="list-style-type: none"> • Correctly fingerspells and signs names of local occupations in their community, peer assesses and assists those experiencing difficulties. 	<ul style="list-style-type: none"> • Correctly fingerspells and signs names of local occupations in their community. 	<ul style="list-style-type: none"> • Fingerspells and signs some names of local occupations in their community. 	<ul style="list-style-type: none"> • Signs few names of local occupations in their community and rarely fingerspells the names.
Dramatizing different occupations	<ul style="list-style-type: none"> • Interestingly dramatizes different local occupations 	<ul style="list-style-type: none"> • dramatizes different local occupations 	<ul style="list-style-type: none"> • Dramatizes local occupations with shyness. 	<ul style="list-style-type: none"> • Rarely participates in dramatizing different local occupations

Strand	Sub Strand	Specific Learning Objective	Suggested Learning Experience	Key Inquiry Questions
TOWNS IN OUR COUNTY	RECEPTIVE/EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • Major towns and cities in our county • Past tense 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) appropriately fingerspell names of cities and towns in the county, b) sign names of cities and towns in the county, c) sign simple sentences using <i>past tense</i>, d) appreciate the sign names of cities and towns in the county. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of cities and towns found in their county. • Learners in groups sign names of cities and towns found in the county • Learners could be guided to identify towns and cities in the map of the county, • In pairs, learners could construct simple sentences using past tense. 	<ol style="list-style-type: none"> 1. COUNTY OUR CITY SAME TOWN DIFFERENT DIFFERENT NAME WHAT 2. COUNTY OUR CITY SAME TOWN DIFFERENT DIFFERENT SIGN HOW 3. SIGN DIFFERENT DIFFERENT SHOW TENSE PAST SIGN HOW
Core competences to be developed: <ul style="list-style-type: none"> • Self-efficacy is enhanced as learners in group sign name of cities and major towns in the county. • Citizenship is promoted as learners appreciate sign names of cities and major towns in the county by using them in simple sentences. • Learning to learn is enhanced as learners locate cities and towns on the county map and demonstrate to other learners. 				
Links to PCIs: <ul style="list-style-type: none"> • Social-economic issues are promoted as learners share their knowledge about social and economic activities of cities and towns in the map of the county. 			Links to values: <ul style="list-style-type: none"> • Patriotism is enhanced as learners sign names of cities and towns in the county. 	
Link to other Learning Areas: <ul style="list-style-type: none"> • Social Studies • Agriculture 			Suggested community service learning: <ul style="list-style-type: none"> • Learners share about signs of cities and major towns in county with family members and friends. 	

<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • Learners to sign expressive poems on cities and towns. 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation and signing • Peer assessment
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Resource persons • Map showing location of counties, cities and towns in Kenya. • KSL Drafts • KSL DVD/CD • Google maps 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing names of cities and towns in the county	<ul style="list-style-type: none"> • Correctly signs the names of cities and towns in the county and assist other learners sign the same. 	<ul style="list-style-type: none"> • Correctly signs the names of cities and towns in the county. 	<ul style="list-style-type: none"> • Correctly signs the names of few cities and towns in the county. 	<ul style="list-style-type: none"> • Has challenges signing names of cities and towns in the county.
Constructing simple sentences using past tense	<ul style="list-style-type: none"> • Fluently and correctly construct simple sentences using past tense and assist other learners do the same. 	<ul style="list-style-type: none"> • Fluently and correctly construct simple sentences using past tense. 	<ul style="list-style-type: none"> • Correctly construct simple sentences using past tense with assistance. 	<ul style="list-style-type: none"> • Has difficulties in constructing simple sentences using past tense.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Key Inquiry Questions
PEOPLE IN OUR COMMUNITY	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • Tribes in our county • Verbs (MOVE, STAY, FARM, REAR) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) fingerspell names of different tribes found in their community, b) sign names of different tribes found in their community, c) sign simple sentences using verbs, d) appreciate the sign names of different tribes in their community. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of different tribes living in their community. • Learners could be guided to sign names different tribes living in their community. • Learners could be guided to construct simple sentences using verbs. • Learners could be guided to observe photos or watch videos of people wearing attires from different tribes living in their community • Learners could be guided to collect and display artefacts from different tribes in their community. 	<ol style="list-style-type: none"> 1. TRIBE DIFFERENT DIFFERENT THERE COMMUNIT Y OUR NAME WHAT 2. SIGN DIFFERENT DIFFERENT SHOW VERB SIGN HOW 3. TRIBE DIFFERENT DIFFERENT THERE COMMUNIT Y OUR DRESS HOW
Core competences to be developed: <ul style="list-style-type: none"> • Citizenship is promoted as leaners sign names and appreciate different tribes in their community. • Digital literacy is promoted as learners operate videos and watch video clips of different people in their community. • Learning to learn is developed as learners collect artefacts and photos and relate them to different tribes in their communities. 				
Links to PCIs: <ul style="list-style-type: none"> • Life skills is enhanced as learners learn to live with each other in harmony. 			Link to values: <ul style="list-style-type: none"> • Patriotism is promoted as learners appreciate different tribes when carrying out the project. 	

	<ul style="list-style-type: none"> • Love as learners work together even though they are from different tribes.
Links to other learning areas: <ul style="list-style-type: none"> • Social Studies • English • Religious education • Creative Arts 	Suggested community service learning: <ul style="list-style-type: none"> • As learners collect artefacts from different communities.
Non-formal activities to support learning: <ul style="list-style-type: none"> • Learners to sign, collect, display and share artefacts. 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Finger spelling • Signing
Suggested resources: <ul style="list-style-type: none"> • Resource persons • Realia from different communities • KSL drafts • KSL DVD/CD • Video clips 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing names of different tribes in the community	<ul style="list-style-type: none"> • Appropriately signs names of different tribes in the community and gives additional sign names at the same time goes ahead to briefly explain origin of sign names of some tribes. 	<ul style="list-style-type: none"> • Appropriately signs names of different tribes in the community. 	<ul style="list-style-type: none"> • Correctly signs names of few tribes in the community. 	<ul style="list-style-type: none"> • Has challenges with signing names of different tribes
Signing simple sentences using verbs	<ul style="list-style-type: none"> • Consistently and correctly constructs simple sentences using verbs and assist other learners. 	<ul style="list-style-type: none"> • Consistently and correctly constructs simple sentences using verbs. 	<ul style="list-style-type: none"> • Constructs simple sentences using verbs with support. 	<ul style="list-style-type: none"> • Has challenges constructing simple sentences using verbs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
SHOPPING	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • Common places of shopping • Shopping items • Prepositions (ON, IN, UNDER, OUT, ABOVE) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) finger spell names of various places of shopping (market, butchery and shop); b) sign names of various places of shopping (market, butchery and shop); c) sign names of items bought from common places of shopping; d) sign simple sentences using <i>prepositions</i>; e) appreciate variety of shopping places. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of various places of shopping. • Learners could be guided to sign names of various places of shopping. • Learners could be guided to sign names of different items bought from various places of shopping. • Learners could role play activities in a market scene. • Learners could be taken to the nearest shopping centre to see different items. • Learner could be guided to sign simple sentences using prepositions, • Learners could work in groups to set up a shop in the class. • Learners could be guided to come up with income generating projects in the school. 	<ol style="list-style-type: none"> 1. COMMON SHOP CENTER DIFFERENT DIFFERENT NAME WHAT 2. ITEM DIFFERENT DIFFERENT BUY COMMON SHOP CENTER NAME WHAT 3. SIGN DIFFERENT DIFFERENT SHOW PREPOSITION SIGN HOW

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners work in groups to set up a shop in the classroom. • Creativity and imagination is developed as learners role play market scenario. • Self-efficacy is promoted as learners express themselves while they role play market scenario. 	
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Poverty eradication as learners come up with income generating projects. 	<p>Link to values:</p> <ul style="list-style-type: none"> • Unity and peace as learners work in groups to collect items and set up a shop in the classroom.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Social Studies • English • Mathematics 	<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • As learners teach family members and peers signs names of different items found in shopping places.
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • Learners to participate in different clubs and projects in the school. 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signing • Project
<p>Suggested resources:</p> <ul style="list-style-type: none"> • KSL drafts • KSL DVD/CD • Pictures and photographs of various shopping places • Realia 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing names of various places of shopping.	<ul style="list-style-type: none"> • Accurately signs names of various places of shopping with ease and assists other learners sign the same. 	<ul style="list-style-type: none"> • Correctly signs names of various places of shopping. 	<ul style="list-style-type: none"> • Signs names of various places of shopping though with some errors. 	<ul style="list-style-type: none"> • Signs names of few places of shopping with assistance.
Signing names of different items	<ul style="list-style-type: none"> • Consistently and accurately signs names of different 	<ul style="list-style-type: none"> • Accurately signs names 	<ul style="list-style-type: none"> • Correctly signs names of some items 	<ul style="list-style-type: none"> • Able to sign names of items he/she is familiar

found in various places of shopping.	items found in various places of shopping and gives additional sign name	of items found in the shopping places.	found in the local shopping places	with in the shopping places.
Constructing simple sentences using prepositions	<ul style="list-style-type: none"> Consistently and correctly constructs simple sentences using prepositions and assists other learners 	<ul style="list-style-type: none"> Consistently and correctly constructs simple sentences using prepositions 	<ul style="list-style-type: none"> Constructs simple sentences using prepositions with support. 	<ul style="list-style-type: none"> Has challenges in constructing simple sentences using prepositions.

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
DISEASES	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> • Common diseases • Adjectives (THIN, FAT, HEAVY, WEAK) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) finger spell names of common diseases; b) sign names of common diseases; c) construct simple sentences using <i>adjectives</i>; d) appreciate observing hygiene in their day to day life to protect themselves from diseases. 	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of common diseases. • Learners could be guided to sign names of common diseases. • Learners could be guided to construct simple sentences using adjectives. • In groups, learners could discuss how to protect themselves from common diseases. • Learners could be guided to participate in activities that promote hygiene at school, home and in the community. 	<ol style="list-style-type: none"> 1 COMMON DISEASE DISEASE SIGN HOW 2 US POSSIBLE AVOID CATCH DISEASE DISEASE HOW 3 ACTIVITY ACTIVITY HYGIENE PROMOTE WHICH 4 SIGN DIFFERENT DIFFERENT SHOW ADJECTIVE SIGN HOW
Core competences to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as learners participate in activities that promote hygiene. • Communication and collaboration is enhanced as learners discuss how to protect themselves from common diseases. 				
Links to PCIs: <ul style="list-style-type: none"> • Health related issues as learners discuss how to protect themselves from common diseases and participate in activities that promote hygiene. 			Link to values: Responsibility is enhanced as learners participate in activities that promote hygiene to prevent diseases.	
Link to other learning Areas: <ul style="list-style-type: none"> • Hygiene and Nutrition • English Language • Science Activities 			Suggested community service learning As learners create awareness to peers and other community members on appropriate health precautions.	
Non-formal activities to support learning: <ul style="list-style-type: none"> • Learners to participate in various activities that promote personal hygiene at 			Suggested assessment: <ul style="list-style-type: none"> • Observation 	

home and the rest of the community.	<ul style="list-style-type: none"> • Signing • Fingerspelling • Self and peer assessment
Suggested resources: <ul style="list-style-type: none"> • KSL drafts • Pictures of people showing suffering from various diseases. • KSL DVD/CD 	

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Signing names of common diseases 	Consistently and correctly signs names of common diseases.	<ul style="list-style-type: none"> • Correctly signs names of common diseases. 	<ul style="list-style-type: none"> • Correctly signs names of some common diseases. 	<ul style="list-style-type: none"> • Has difficulties in signing names of common diseases.
<ul style="list-style-type: none"> • Constructing simple sentences using present tense, 	<ul style="list-style-type: none"> • Consistently and correctly constructs simple sentences using adjectives and assists other learners 	<ul style="list-style-type: none"> • Consistently and correctly constructs simple sentences using adjectives. 	<ul style="list-style-type: none"> • Correctly constructs simple sentences using adjective with support. 	<ul style="list-style-type: none"> • Has difficulties in constructing simple sentences using adjectives.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
INFORMATION COMMUNICATION TECHNOLOGY (ICT)	RECEPTIVE AND EXPRESSIVE SIGNING SKILLS <ul style="list-style-type: none"> Vocabularies Plural forms in KSL 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> fingerspell vocabularies related to ICT; sign vocabularies related to ICT; construct simple sentences in plural form using vocabularies related to ICT; use digital devices (phones, computers), Appreciate the use of vocabularies related to ICT in communication. 	<ul style="list-style-type: none"> Learners could be guided to fingerspell vocabularies related to ICT. Learners could be guided to sign vocabularies related to ICT. In pairs or groups, learners could be guided to construct simple sentences in plural form using vocabularies related to ICT. Learners could visit computer learning centres, 	<ol style="list-style-type: none"> VOCABULARY THERE ICT SIGN HOW PLURAL THERE KSL POSSIBLE SHOW HOW
Core competences to be developed:				
<ul style="list-style-type: none"> Digital literacy is promoted as learners visit a computer laboratory and use ICT devices at their own leisure time. Communication and collaboration is enhanced as learners signs simple sentences in groups using vocabularies related to ICT. Learning to learn is developed as learners apply vocabularies related to ICT in simple sentences. 				
Links to PCIs:			Link to values:	
<ul style="list-style-type: none"> Life skills as learners use ICT devices in day-to-day living for example print document. 			<ul style="list-style-type: none"> Unity is promoted as learners work in pairs or groups, learners could be guided to construct simple sentences in plural form using vocabularies related to ICT. 	
Link to other Learning Areas:			Suggested community service learning:	
<ul style="list-style-type: none"> English Science 			<ul style="list-style-type: none"> Visiting a cyber and demonstrating to the technicians signs of ICT devices within the cyber. 	
Non-formal activities to support learning:			Suggested assessment:	
<ul style="list-style-type: none"> A visit to nearby cyber. 			<ul style="list-style-type: none"> Observation Signing 	

Suggested resources:

- KSL Books
- Internet
- KSL DVD/CD
- KSL Drafts
- ICT devices

Assessment Rubric

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing vocabularies related to ICT	<ul style="list-style-type: none"> • Consistently and correctly signs vocabularies related to ICT and assists other learners. 	<ul style="list-style-type: none"> • Consistently and correctly signs vocabularies related to ICT. 	<ul style="list-style-type: none"> • Correctly signs few vocabularies related to ICT. 	<ul style="list-style-type: none"> • Only signs some vocabularies related to ICT that she/he is familiar with.
<ul style="list-style-type: none"> • Constructing simple sentences in plural form using vocabularies related to ICT. 	<ul style="list-style-type: none"> • Consistently and Constructs simple sentences in plural form using vocabularies related to ICT and assist other learners. 	<ul style="list-style-type: none"> • Correctly constructs simple sentences in plural form using vocabularies related to ICT. 	<ul style="list-style-type: none"> • Constructs simple sentences in plural form using vocabularies related to ICT with support. 	<ul style="list-style-type: none"> • Has difficulties in constructing simple sentences in plural form using vocabularies related to ICT.



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