



REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGN

LEARNING AREA: KENYAN SIGN LANGUAGE PRE-PRIMARY 1&2

FOR

LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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 “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, 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 geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), 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 (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

FRED MATIANG’I PHD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATION

INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language/Kenyan Sign Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cut across all the activity areas. Learning at the pre- primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities/Kenyan Sign Language/Pre Braille Activities	5
2.	Mathematical Activities- Adapted to suit learners with visual and hearing impairment	5
3.	Environmental Activities-Adapted to suit learners with hearing, visual and physical impairments	5
4.	Psychomotor and Creative Activities-Adapted to suit learners with hearing, visual and physical impairments	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	25

Note:

1. The time allocated for each activity area is 30 minutes.
2. There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

National Goals of Education

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

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 harmonious co-existence.

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

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

a) Social Needs

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

b) Economic Needs

Education should prepare a learner with requisite competences 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya 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 for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

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

Learning Outcomes for Early Years Education

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 verbal and/or non-verbal 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.

Essence Statement

The first language for a child is quite important as it is the basis of learning other language skills. Learners cannot think conceptually unless they use their first language within the first seven years.

Before joining school children with hearing impairment communicate using gestures, therefore they do not have any formal medium of communication. Learners with hearing impairment get introduced to the Kenyan Sign Language for the first time when they join school. Kenyan Sign Language is designed to help the Learner communicate and socialize with one another in their day.

PRE – PRIMARY 1

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
<p>1.0 SELF AND IMMEDIATE ENVIRONMENT</p>	<p>Signs related to self: Lessons of 30 Min each)</p>	<p>By the ends of the sub strand, the learners should be able to: a) Acquire sign related to self b) Recognize own sign names c) Respond confidently to sign names of self d) Sign own name e) Appreciate use of own sign name.</p>	<ul style="list-style-type: none"> • Learner could be given a sign name by other learners based on his/her distinguished positive features. • Learner could be guided to practice signing own sign name. • Learner could be guided to respond to their sign name. • Learner could be taken a video as he/she signs own name. 	<ol style="list-style-type: none"> 1) What is your sign name? 2) Who gave you your sign name? 3) Why were you given that sign name?
<p>Core-competencies to be developed: Communication and collaboration: Learner could be given sign name by other learners based on their distinguished positive features. Self-Efficacy: Sign names of self. Digital Literacy-watching a video with sign names.</p>				
<p>Link to PCIs: Life skills- self-esteem, self-awareness: learners appreciate and accept themselves.</p>			<p>Link to values: Respect for self.</p>	
<p>Link to other subjects: Religious Activities and Environmental Activities</p>			<p>Suggested community service learning Activity: Learners to demonstrate how to sign own names.</p>	
<p>Non-formal activity to support learning: Give sign name to various members in the family and community.</p>			<p>Suggested Assessments: observations, oral signed questions, portfolio</p>	
<p>Suggested Resources: passport size photo graphs of self, video</p>				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner consistently signs own name correctly. Learner accurately recognizes own sign name. Learner responds confidently to own sign name. Learner consistently uses own sign name in communication. Learner assists others on how to sign their names. 	<ul style="list-style-type: none"> Learner correctly signs own name correctly. Learner recognizes own sign name. Learner responds confidently to own sign name. Learner uses own sign name in communication. 	<ul style="list-style-type: none"> Learner signs own name with assistance with assistance. Learner recognizes own sign name with assistance. Learner responds to own sign names with assistance. Learner uses own sign name in communication with assistance. 	<ul style="list-style-type: none"> Learner has challenges signing own name correctly Learner difficulties in responding to own sign name

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(s)
2.0 IMMEDIATE ENVIRONMENT	Signs names of people around them in the school:	By the ends of the sub strand, the learners should be able to: a) acquire sign names of people around them in the school; b) recognize individual sign names of people around them in the school;	<ul style="list-style-type: none"> Learner could be given the sign names of the people around them in the school . Learner could sign names of other learners based on their distinguished positive features. 	<ol style="list-style-type: none"> 1) What is the sign/fingerspell name for your class teacher? 2) What is the sign name for your class mates? 3) What is the sign name for your house parent?

		<ul style="list-style-type: none"> c) use appropriate sign names of people around them in the school in communication; d) Appreciate the importance of using appropriate sign names when referring to people around them in communication. 	<ul style="list-style-type: none"> • Practice signing names of others in class, in groups and in pairs. • Learner could be guided to watch video of people around the min school signing their sign names. 	4) Can you provide your parents and sibling sign name?
<p>Core- competencies to be developed: Communication and collaboration Practice sign names of others in class, in groups and in pairs, Critical thinking: Learner gives other learners sign names based on their distinguished positive features.</p> <p>Learning to learn: Learners be given the sign names of people around them in the school</p> <p>Digital literacy-watch video of people around them in school signing their sign names.</p>				
Link to PCIs: Life skills- self-esteem: promoted by sign names given to others.			Link to Values: Respect-as they address others in their sign names	
Link to other Subjects: Language Activities, Religious activities, Environmental Activities.			Suggested Community Service Learning/non-formal activity to support learning through application: Give sign names to visitors, church leaders, doctor, and nurses.	
Non-formal activity to support learning: learners guide key members in the community to use sign names of people in the school.			Suggested Assessments: Observations, sign oral questions.	
Suggested Resources: video, photographs of individual classmates, teacher, other learners, house parents.				

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner accurately signs names of people around them in the school. • Learner consistently recognizes individual sign 	<ul style="list-style-type: none"> • Learner signs names of people around them in the school. • Learner recognizes individual sign names of people around them in the school. 	<ul style="list-style-type: none"> • Learner signs names of some people around them in the school. • Learner recognizes individual sign names 	<ul style="list-style-type: none"> • Learner attempts sign names of some people around them in the school.

<p>names of people around them in the school.</p> <ul style="list-style-type: none"> Learner accurately uses appropriate sign names of people around them in the school in communication. 	<ul style="list-style-type: none"> Learner uses appropriate sign names of people around them in the school in communication. 	<p>of people around them in the school.</p> <ul style="list-style-type: none"> Learner uses sign names of people around them in the school in communication through assistance. 	
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
3.0 IMMEDIATE ENVIRONMENT	Signs related to items found at home and in the classroom	<p>By the ends of the sub strand, the learners should be able to:</p> <ol style="list-style-type: none"> acquire sign names of items found at home and in the classroom; recognize various items found at home and in the classroom; use appropriate signs related to items found at home and in classroom; appreciate the use of items found at home and in the classroom as they communicate. 	<ul style="list-style-type: none"> Learner could be shown various items found at home and in the classroom (utensils, furniture, clothes). Learner could be guided to identify signs of items found at home and the classroom by observing pictures from the digital devices. Learner could be guided to point and sign the names of items found at home and in the classroom. As class, in groups and pairs, learner could be guided to observe and sign items found at home and in the classroom. Learner could be guided to draw, color and model items found at home and in the classroom. 	<ol style="list-style-type: none"> Which items do you use at home What do you see in the classroom Which things do you use in the classroom? What are the sign names of things in the classroom?

<p>Core –competencies: Communication and collaboration: In groups and pairs, learners observe and sign items found in classroom.</p> <ul style="list-style-type: none"> • Digital Literacy –as the learner identifies signs of items found at home and the classroom by observing pictures from the digital devices 	
<p>Link to PCIs: Education for Sustainable Development: Environmental Education: Learning signs of items in learning areas in class.</p>	<p>Link to Values: Teamwork as learners work in group/pairs.</p>
<p>Link to other subjects: Language Activities and Number work</p>	<p>Suggested Community Service Learning: Draw an sign items at home that are similar to those at school</p>
<p>Suggested Non-Formal Activity: Learner model items in the class.</p>	<p>Suggested Assessment: Observation, signed oral questions.</p>
<p>Suggested Resources: digital devices, tables, chairs, desks, utensils, and charts of items found in a classroom, nature corner, and shop.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner consistently signs names of items found at home and in the classroom. • Learner accurately recognizes various items found at home and in the classroom; • Learner uses appropriate signs related to items found at home and in classroom in communication. • Learner assists others in signing names of items found in the classroom. 	<ul style="list-style-type: none"> • Learner signs names of items found at home and in the classroom. • Learner recognizes various items found at home and in the classroom; • Learner uses appropriate signs related to items found at home and in classroom in communication. 	<ul style="list-style-type: none"> • Learner recognizes some signs of items found in the classroom. • Learner use signs of some items found in the classroom. 	<ul style="list-style-type: none"> • Learner has difficultie in identifying signs items found in class.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
0.4 Pre-literacy and pre-numeracy skills	4.1 Alphabets Letters A-Z and numbers (1-10)	<p>By the end of the sub strand, the learner is able to:</p> <ul style="list-style-type: none"> a) acquire signs of letters; b) acquire signs of numbers; c) recognize signs of letters; d) recognize signs of numbers; e) use signs related to numbers in communication; f) identify letters A-Z; g) demonstrate signs of letters; h) enjoy as they sign letters –Z. 	<ul style="list-style-type: none"> • Learner could observe signs of letters A-Z. • Learner could observe signs of numbers 1-10 • Learner could be guided to watch video on signs of letters A-Z • Learner could practice signing letters A-Z • Learner could match signs of letters A-Z • Learner could be guided to observe/watch video on sign of numbers.(1-10) 	<ol style="list-style-type: none"> 1. How do you sign this letter A? 2. How do we sign number 3 3. Which is first letter of the alphabet? 4. How do you sign letter C?
Core – competence to be developed: Collaboration and communication: Learner signs letters A-Z				
Link to PCIs:Life skill and values Education: Life skill		Link to values: Respect, Responsibility, Teamwork		Link to other subjects: Environmental and Religious Activities

Suggested community service learning: Demonstrate to other children at home and in their immediate environment on how to sign letters of the alphabet.

Non-formal activity to support learning: visit the national/community library and watch videos on signs of the alphabet.

Suggested learning resources: charts with signs of letters of the alphabet, videos showing signs of the alphabet.

Suggested assessment: observation/demonstration, signed oral questions

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none">• Learner signs letters A-Z accurately.• Learner signs 1-10 correctly.• Learner consistently recognizes signs of letters A-Z.• Learner accurately demonstrates signs of letters A-Z.• Learner guides others in signing letters A-Z.	<ul style="list-style-type: none">• Learner signs letters A-Z.• Learner recognizes signs of letters A-Z.• Learner recognizes numbers 1-10.• Learner demonstrates signs of letters A-Z.	<ul style="list-style-type: none">• Learner signs some letters with assistance.• Learner identifies few numbers.• Learner identifies few letters of the alphabet.	<ul style="list-style-type: none">• Learner has difficulties in signing letters of the alphabet.• Learner can only sign number 1-3• Learner has challenges recognizing letters of the alphabet.

Strand	Sub-strand	Specific Learning outcome	Suggested learning experience	Key inquiry questions
5.0 ANIMALS	5.1 Animals found at home	By the ends of the sub strand, the learners should be able to: a) acquire signs related to animals found at home b) recognize signs related to animals found at home c) use signs related to animals found at home d) appreciate use of signs related to animals found at home in communication.	<ul style="list-style-type: none"> Learner could be guided to a nature walk to observe animals found at home. Learner could be guided to observe pictures of animals found at home.(cow,cat,goat) on charts Learner could be guided to watch a video of animals found at home from laptops, cameras, phones and tablets on desktops, laptop, phones. Learner could be guided to color animals found at home 	<ol style="list-style-type: none"> Which animals do you see at home? Which animal gives us milk? Which animal do you like?

Core competencies to be developed:

Communication and collaboration-in naming different animals found at home in groups, pairs.

Self-efficacy-as they express themselves in communication.

Digital literacy- as learners observe video of animals found at home on ICT gadgets.

Link to PCIs Education for sustainable development: Animal welfare -learning sign names of various animals found at home.	Link to values: care for the animals	Link to the subject(s): language activities, Environmental activities.
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Suggested community Service Learning Activities: Teaching the community sign names of different animals found at home.

Non formal activities to support learning: Learner practice signing names of different animals found at home together with other learners school.

Suggested Resources: Pictures of different animals found at home, Realia (during nature walk),videos, charts.

Suggested assessment: Oral signed question, Observation, portfolio

Assessment Rubrics

Exceeding Expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Learner appropriately signs names of animals found at home. Learner accurately recognizes signs names of animals found at home. Learner consistently uses signs of animals found at home in communication. Learner can draw and sign different animals found at home. 	<ul style="list-style-type: none"> Learner signs names of animals found at home. Learner recognizes signs of animals found at home. Learner uses names of animals found at home. 	<ul style="list-style-type: none"> Learner signs some names of animals found at home. Learner recognizes some signs of animals found at home. Learner uses some names of animals found at home with assistance. 	<ul style="list-style-type: none"> Learner has difficulty in signing animals found at home.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
6.0 WEATHER	6.1 Signs related to elements of weather	<p>By the ends of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) recognize signs related to elements of weather b) use appropriate signs in describing the elements of weather. c) appreciate the importance of elements weather of weather. 	<ul style="list-style-type: none"> Learner could be guided to watch/observe diagrams/pictures of element of weather from video, tablets, phones cameras and tablets. Using flash card learners practice signing element of weather in class, group and in pairs. Taking learner for a nature walk to observe elements of weather. Sign simple sentences to communicate the element of weather. 	<ol style="list-style-type: none"> Where does light come from? What is the color of the cloud? What is the color of the sky? What makes our clothes dry?

			<ul style="list-style-type: none"> • Appreciate presence of various elements of weather in the environmental education. 	
<p>Core –competencies: Communication and collaboration: signing weather elements in groups/class and pairs. Learning to learn: learning how to sign name elements of weather. Digital literacy- as the learner observes pictures and diagrams on ICT gadgets.</p>				
<p>Link to PCI: Education for sustainable development: Environmental education: learners sign element of weather.</p>		<p>Link to Values: Team work and cooperation: as they practice signs or elements of weather.</p>		
<p>Link to other subjects: Language Activities, Religious activities, Environmental activities and Number work.</p>		<p>Suggested Community Service: Learner demonstrate signs and elements of weather to school mates and family members.</p>		
<p>Suggested non-formal activity to support learning: Helping parents at home to dry cereals and removing clothes from the clothes hanging line.</p>		<p>Suggested Assessment: Observation, signed oral questions, portfolio</p>		
<p>Suggested Resources: Weather chart, video.</p>				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner accurately recognizes signs related to elements of weather. • Learner consistently uses appropriate signs in describing the elements of weather. • Learner appropriately demonstrates signs related to elements of weather. 	<ul style="list-style-type: none"> • Learner recognizes signs related to elements of weather. • Learner uses appropriate signs in describing the elements of weather. • Learner demonstrates signs related to elements of weather. 	<ul style="list-style-type: none"> • Learner recognizes some signs related to elements of weather. • Learner uses signs in describing the elements of weather with assistance. • Learner demonstrates some signs related to elements of weather with assistance. 	<ul style="list-style-type: none"> • Learner has challenges in recognizing signs related to elements of weather.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 TRANSPORT	Signs related to Road and human Transport	<p>By the ends of the sub strand, the learners should be able to:</p> <p>a) acquire signs related to various means of road and human transport;</p> <p>b) recognize familiar signs related to road transport;</p> <p>c) use appropriate signs for various means of road; transport in communication.</p> <p>d) express them using signs related to road transport;</p> <p>e) appreciate the importance various means of road transport.</p>	<ul style="list-style-type: none"> • Learner could observe/watch pictures or models of various modes of transport. (e.g. cars, motor bike, animal transport, bicycle, tuk-tuk, human transport) in videos, cameras, tablets, laptops. • Learner to point and sign various means of transport they are familiar with. • Learner could be guided on the correct signs on means of road transport. • Learner could be guided to recite simple poems and songs on means of road transport. • Learner could be guided to role play and pantomime the use of various means of road transport. • Learner could be guided to use toys to represent various means of road transport in pairs. • Learner could be guided to model/make various modes of road transport. 	<ol style="list-style-type: none"> 1) How did you come to school? 2) Between.....and ... Which means of road transport is faster? 3) Which means of transport do you like most among these? (show pictures of various means of road and human transport)

Core –competencies to be developed:

Communication and collaboration-Working in groups, learning to learn new signs on transport.

Digital literacy- as learners observe pictures and diagrams on ICT gadgets.	
Link to PCIs: Life skills and value education: - Appreciate the importance of various means of road transport.	Link to Values: Responsibility– observing safety measures when using various means of road and human transport.
Link to other subjects: Environmental	Suggested Community Service Learning; Sign to others at home/community on various means of transport.
Non-formal activities to support learning: visit a bus stop to see different means of transport	Suggested Assessment: Observation, signed oral questions
Suggested Resources: Toy cars, Charts and pictures, model road in a nature corner.	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner accurately signs various means of road and human transport. Learner consistently expresses him/herself using signs related to road and human transport. Learner uses appropriate signs related to road and human transport. Learner accurately draws colors and models different means of road and human transport. 	<ul style="list-style-type: none"> Learner signs various means of road and human transport. Learner expresses him/herself using signs related to road and human transport with assistance. Learner uses appropriate signs related to road and human transport. 	<ul style="list-style-type: none"> Learner signs a few means of road and human transport. Learner expresses him/herself using signs related to road and human transport with assistance. Learner uses some signs related to road transport with assistance. 	<ul style="list-style-type: none"> Learner has difficulties signing various means of road and human transport. Learner has difficulties expressing him/herself using signs related to road and human transport with assistance. Learner has difficulties using appropriate signs related to road and human transport.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
8.0 TRANSPORT	Signs related to road signs.	<p>By the ends of the sub strand, the learners should be able to:</p> <p>a) acquire signs of various road signs found in their environment</p> <p>b) recognize familiar road signs;</p> <p>c) demonstrate the use of road signs;</p> <p>d) appreciate the importance of various road signs in road safety.</p>	<ul style="list-style-type: none"> Learner could be guided to watch various pictures, videos and diagrams on road signs(zebra crossing, bus stop, children crossing)s.in laptops, tablets, phones and desktops. Through guidance learner to practically use the road sign available in their locality, Learner could be guided on how to develop center of interest together with the teacher to learn road signs. 	<ol style="list-style-type: none"> Which road sign did you see on the road when coming to school? What are the colors of the zebra crossing? Where do you cross the road?

Core –competencies to be developed:

Communication and collaboration -Sign road signs in group and pairs,

Citizenship - Obey the road signs in the community.

Self-Efficacy-Crossing the road independently.

Digital Literacy as learner observes pictures and diagrams on ICT gadgets.-

Link to PCI: Education for sustainable development, Risk reduction, safety and security, road safety

Link to Values: Respect and Responsibility – by obeying road signs.

Link to other subjects: Environmental Education.

Suggested Community Service learning: Teach parents and others the various signs on road signs.

Non-formal activities to support learning: Visit to a nearby driving school to learn on road signs.

Suggested Assessment: Observation, signed oral questions
Sign appropriately the road sign.

Suggested Resources: Toy cars, Charts and pictures, model road in a nature corner, ICT gadgets.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner accurately signs of various road signs found in their environment. Learner consistently recognizes familiar road signs. Learner appropriately demonstrates the use of road signs. 	<ul style="list-style-type: none"> Learner signs of various road signs found in their environment. Learner recognizes familiar road signs. Learner demonstrates the use of road signs. 	<ul style="list-style-type: none"> Learner signs attempts to sign road signs found in their environment. Learner recognizes some familiar road signs. Learner demonstrates the use of road signs with assistance. 	<ul style="list-style-type: none"> Learner recognizes familiar road signs. Learner demonstrates the use of road signs

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
9.0 PLAYING ACTIVITIES	Signs related play things and play activities	<p>By the ends of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) recognize signs related to play activities; b) use signs related to play activities in communication; c) develop positive attitude towards signs related to play activities; d) responds appropriately to communication involving signs related to play activities. 	<ul style="list-style-type: none"> Learner could be guided to observe various signs on play things and play activities on digital devices. Learner could be guided to use signs of various play things and play activities in communication. Learner could be guided to express him/herself appropriately through signs related to play things and play activities. Learner could be encouraged to respond appropriately to signs related to play things and play activities. Learner could be guided to practice signs related to play things and play 	<ol style="list-style-type: none"> Who do you play with? Which game do you Love playing? What do play with? Where do you play?

			<p>activities in class groups and also in pairs.</p> <ul style="list-style-type: none"> Learner could be guided to practice reciting songs and poems related to play things and play activities. 	
<p>Core –competencies: Communication and collaboration-In pairs, groups, Imagination and Creativity-Reciting poems Digital literacy- as learners observes various signs on play things and play activities on ICT gadgets.</p>				
Link to PCI: learner support programs: Sports and games		Link to Values: Responsibility and sharing		
Link to other subjects: Psychomotor		Suggested Community Service Learning: Playing with other children in school and at home		
Non-formal activity to support learning through application: Visit a local club (football)		Suggested Assessment: observation and signed oral questions,		
Suggested Resources: Toy cars, dolls, pictures, charts, rope, ball, Blocks for mounting and picture puzzle, ICT gadgets.				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner accurately uses signs of various play things and play activities in communication. Learner consistently recognizes signs of various play things and play activities. Learner consistently expresses him/herself 	<ul style="list-style-type: none"> Learner uses signs of various play things and play activities in communication. Learner recognizes signs of various play things and play activities. Learner expresses him/herself appropriately through signs related to play things and play activities. Learner responds appropriately to signs related to play things and play activities. 	<ul style="list-style-type: none"> Learner uses some signs of various play things and play activities in communication. Learner expresses him/herself through signs related to play things and play activities with assistance. 	<ul style="list-style-type: none"> Learner has challenges in using signs of various play things and play activities in communication. Learner has challenges in expressing him/herself

<p>appropriately through signs related to play things and play activities.</p> <ul style="list-style-type: none"> Learner consistently responds appropriately to signs related to play things and play activities. 		<ul style="list-style-type: none"> Learner responds to some signs related to play things and play activities. 	<p>appropriately through signs related to play things and play activities.</p> <ul style="list-style-type: none"> Learner has difficulty in responding to signs related to play things and play activities.
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S)
<p>10.0 FOOD Suggested time:30mins</p>	<p>Sign related to various types of food in the locality</p>	<p>By the ends of the sub strand, the learners should be able to:</p> <ol style="list-style-type: none"> acquire a range of familiar signs related to various types of food in the locality; recognize signs of various foods in the locality; respond appropriately to various signs related to food in the locality; express self appropriately using various signs of food in the locality; appreciate the importance of various types of food in the locality to prevent life style diseases; develop positive attitude towards various food in the locality. 	<ul style="list-style-type: none"> Learner could be guided to observe a range of pictures or realia on various types of food in the locality (maize, beans, rice, meat, eggs, milk, fruits) from digital devices. Learner could be guided to practice signing various types of food in class, groups, in pairs. Learner could be guided to demonstrate signs for various types of food. Learner could be guided to recite a poem of signs related to food. 	<ol style="list-style-type: none"> What do you eat in the morning? Which foods do you like? Where do we cook food?
<p>Core –competencies:</p>				

Communication and Collaboration -Demonstrating signs for various food.	
Citizenship -Develop positive attitude toward various types of food.	
Digital Literacy - as learners observes pictures and diagrams on ICT gadgets.	
Link to PCI: Life skill - Health, education -life style diseases	Link to values: Responsibility- food conversation.
Link to other subjects: Environmental activities, Religious activities.	Suggested community Service Learning: Visit the places within the community
Non-formal activity to support learning through application: Learners demonstrate signs of different types of food to other people.	Suggested Assessment: Signed oral questions, observation
Suggested Resources: Realia (Ugali, maize, beans, and porridge) Pictures, Charts' ICT gadgets.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner acquires a range of familiar and unfamiliar signs related to various types of food in the locality. Learner consistently recognizes signs of various foods in the locality. Learner responds appropriately to various signs related to food in the locality. Learner accurately expresses self using various signs of food in the locality. 	<ul style="list-style-type: none"> Learner acquires a range of familiar signs related to various types of food in the locality. Learner recognizes signs of various foods in the locality. Learner responds appropriately to various signs related to food in the locality. Learner expresses self using various signs of food in the locality. 	<ul style="list-style-type: none"> Learner acquires some familiar signs related to various types of food in the locality. Learner recognizes some signs of various foods in the locality with assistance. Learner responds to some signs related to food in the locality. Learner expresses self using various signs of food in the locality with assistance . 	<ul style="list-style-type: none"> Learner has challenges acquiring familiar signs related to various types of food in the locality. Learner has challenges recognizing signs of various foods in the locality.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
11.0 WATER Suggested time:30mins	Signs related to water sources.	By the ends of the sub strand, the learners should be able to: a) acquire signs related to familiar sources of water; b) express self-using signs related to sources of water in communication; c) respond appropriately to various communication involving signs related to sources of water; d) appreciate the importance of various sources of water in the locality in environmental education.	<ul style="list-style-type: none"> • Learner could be guided to watch /observe pictures/diagrams of local water sources(river,rain,well/borehole) in videos, laptops cameras and tablets. • Learner could be guided on the articulation of appropriate signs related to sources of water in class, group and in pairs. • Learner to recite poems and songs related to sources of water. • Model various source of water and use water to clean up their tables/ desk. 	1) Where do you get water from? 2) Which are the sources of water in our locality? 3) Where does the water you use in school come from? 4) Where can we get clean water?
Core –competencies: Communication and Collaboration -During class, group, pair activities. Learn to Learn -Learning signs of various sources of water. Digital literacy - as learners observes pictures and diagrams on ICT gadgets.				
Link to PCI: Education for Sustainable development: Environmental education: proper use of water.			Link to Values: Responsibility-water conservation.	
Link to other subjects: Environmental activities, Religious activities			Suggested community service learning Watering flowers and seedling around the community.	
Suggested non-formal Activity: visit different sources of water.			Suggested Assessment: Observation, Signed oral questions	
Suggested Resources: Realia, Video, chart showing various water sources				

ASSESSMENT RUBRICS

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner acquires signs related to familiar and unfamiliar sources of water. Learner accurately expresses self-using signs related to sources of water in communication. Learner responds appropriately to various communication involving signs related to sources of water. 	<ul style="list-style-type: none"> Learner acquires signs related to familiar sources of water. Learner expresses self using signs related to sources of water in communication. Learner responds appropriately to various communication involving signs related to sources of water. 	<ul style="list-style-type: none"> Learner acquires some signs related to familiar sources of water. Learner expresses self using signs related to sources of water in communication with assistance. Learner responds to communication involving signs related to sources of water with assistance. 	Learner attempt to sign some familiar signs related to water sources with prompt.

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S)
12.0 PLANTS	12.1 Signs related to plants in the immediate environment	<p>By the ends of the sub strand, the learners should be able to:</p> <p>a) acquire signs related to plants in the immediate environment;</p> <p>b) recognize signs of familiar plants within the immediate environment for communication;</p>	<ul style="list-style-type: none"> Learner could be guided to watch pictures/diagrams of various plants in laptops, cameras, tablets. Learner could observe and sign names of plants within their immediate environment. 	<ol style="list-style-type: none"> Which plants do you see around the school? Where have you see flowers? Which flowers are near the school?

		<ul style="list-style-type: none"> c) use appropriate signs related to plants within the immediate environment in communication in class, group and in pairs; d) develop a positive attitude in the use of plants within the immediate environment; 	<ul style="list-style-type: none"> • Use of realia (trees and flowers) • Learner to observe a nature corner. 	
<p>Core –competencies: Communication and Collaboration-Signing plants in class, group, in pairs. Learn to Learn-Learning new concepts (flower, smells) Digital literacy- as learners observes pictures and diagrams on ICT gadgets.</p>				
Link to PCI: Education for sustainable Development: caring for plants, proper use of plants.		Link to value: Responsibility-caring for plants.		
Link to other subjects: Environmental activities, Religious activities		Suggested Community Service Learning: Protecting plants through watering.		
Suggested non-formal Activity: Nature walk		Suggested Assessment -Observation, signed oral question, finger spelling.		
Suggested Resources: Realia, Video, chart showing various types of plants.				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires familiar and unfamiliar signs related to plants in the immediate environment. • Learner consistently recognizes signs of familiar plants within the immediate environment for communication. • Learner consistently uses appropriate signs related to 	<ul style="list-style-type: none"> • Learner acquires signs related to plants in the immediate environment. • Learner recognizes signs of familiar plants within the immediate environment for communication. • Learner uses appropriate signs related to plants within the immediate environment in communication. 	<ul style="list-style-type: none"> • Learner acquires some signs related to plants in the immediate environment. • Learner recognizes signs of familiar plants within the immediate environment for communication. • Learner uses some signs related to plants within the immediate environment in 	<ul style="list-style-type: none"> • Learner has difficulty in acquiring signs related to plants in the immediate environment. • Learner has difficulty recognizing signs of familiar plants within the immediate environment for communication. • Learner has challenges using signs related to plants within the immediate environment in communication.

plants within the immediate environment in communication.		communication with assistance.	
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S)
13.0 SOIL Suggested time:30mins	Signs related to various types of soil	By the ends of the sub strand, the learners should be able to: a) acquire signs for various types of soil; b) recognize sign names for various types of soil within the environment; c) use appropriate signs related to soil in communication; d) respond appropriately to signs related to various soil within the locality; e) appreciate the importance of various types of soil within the Environment.	<ul style="list-style-type: none"> • Learner could be shown soil mounted on the paper (soil mosaic), pictures, realia, on various types of soil (sand,loam,clay). • Learner could be guided to demonstrate sign names of various types of soil in communication. • Learner could be guided to feel the textures of various types of soil. • Learner could be guided to model using various types of soil in order for them to identify the best soil for modeling. • Learner could be guided to watch/observe various types of soil in videos, cameras. Phones, laptops and tablets. 	<ol style="list-style-type: none"> 1. Which is the best soil for modeling? 2. Which are the different types of soil? 3. Which soil is smooth? 4. Which soil is rough?

Core –competencies:

Communication and Collaboration-During modeling in class, in groups and in pairs

Innovation-Display of mosaic.

Digital literacy- as learners observe pictures and diagrams on ICT gadgets.

Link to PCI: education for sustainable development: Environmental education Different uses of soil.

Link to values: Responsibility-observing cleanliness as the learner manipulates various types of soil.

Link to other subjects: Environmental activities, Religious activities.	Suggested Community Service Learning: Teach other children/people signs of different types of soil
Suggested non-formal Activity: Visit a potter, construction site.	Suggested Assessment- Observation, signed oral question.
Suggested Resources: Realia soil, soil mosaic, video	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner accurately acquires signs for various types of soil. • Learner easily recognizes sign names for various types of soil within the environment. • Learner consistently uses appropriate signs related to soil in communication. • Learner consistently responds appropriately to signs related to various types of soil within the locality. 	<ul style="list-style-type: none"> • Learner acquires signs for various types of soil. • Learner recognizes sign names for various types of soil within the environment. • Learner uses appropriate signs related to soil in communication. • Learner responds appropriately to signs related to various types of soil within the locality. 	<ul style="list-style-type: none"> • Learner acquires some signs for various types of soil. • Learner recognizes sign names for various types of soil within the environment with assistance. • Learner uses some signs related to soil in communication. • Learner attempts to respond to signs related to various types of soil within the locality. 	<ul style="list-style-type: none"> • Learner has difficulty in acquiring signs for various types of soil. • Learner has difficulty recognizing sign names for various types of soil within the environment. • Learner has challenges using appropriate signs related to soil in communication.

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S
14.0 HEALTH AND SAFETY	Basic signs related to health and safety	<p>By the ends of the sub strand, the learners should be able to:</p> <p>a) acquire basic signs related to health and safety;</p> <p>b) recognize signs related to health and safety in communication;</p> <p>c) respond appropriately to basic signs related to health and safety at various times;</p> <p>d) use appropriate signs related to health and safety in communication;</p> <p>e) express self-confidently using familiar signs related to health and safety in communication;</p> <p>f) appreciate knowledge of signs related to health and safety.</p>	<ul style="list-style-type: none"> • Learner could be guided to watch /observe pictures diagrams on health and safety in videos, cameras, laptops, tablets and phones. ((pain, sick, hospital, Nurse • Learner could be guided to demonstrate various signs related to health safety. • Learner could be guided to practice basic sentences involving signs in health and safety. • Learner could be guided to be shown and sign names of places that are unsafe (Boreholes, swimming pool, pit latrine, power line, kitchen, sewage) 	<ol style="list-style-type: none"> 1) Where do you go when you are sick? 2) Who treats you when you are sick? 3) What do you take when you are sick? 4) Which places are unsafe?

Core –competencies:

Communication and Collaboration-When signing in class, in group, in pairs.

Learning to Learn-Learn on health and safety, Self-efficacy-When knowing and avoiding dangerous places.

Digital literacy- as learner observes pictures and diagrams of unsafe places in ICT gadgets.

Link to PCI: -Education for sustainable development: Disaster Risk Reduction: Identify safe and unsafe places.	Link to Values- Responsibility- observing healthy and safety measures.
Link to other subjects: Environmental activities	Suggested Community Service Learning: Maintaining cleanliness in t teacher’s compound
Suggested non-formal Activity: Nature walk	Suggested Assessment- Observation, signed oral question..
Suggested Resources: Realia, pictures, videos, posters	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires basic signs related to health and safety with ease. • Learner accurately recognizes signs related to health and safety in communication. • Learner responds appropriately to basic signs related to health and safety at various times. • Learner consistently uses appropriate signs related to health and safety in communication. • Learner accurately expresses self confidently using familiar and unfamiliar signs related to health and safety in communication. 	<ul style="list-style-type: none"> • Learner acquires basic signs related to health and safety. • Learner recognizes signs related to health and safety in communication. • Learner responds appropriately to basic signs related to health and safety at various times. • Learner uses appropriate signs related to health and safety in communication. • Learner expresses self confidently using familiar signs related to health and safety in communication. 	<ul style="list-style-type: none"> • Learner acquires basic signs related to health and safety with assistance. • Learner recognizes some signs related to health and safety in communication. • Learner sometimes responds to basic signs related to health and safety with assistance. • Learner uses some signs related to health and safety in communication. • Learner expresses self using familiar signs related to health and safety in communication with assistance. 	<ul style="list-style-type: none"> • Learner has difficulty in acquiring basic signs related to health and safety. • Learner has challenges recognizing signs related to health and safety in communication. • Learner has difficulty in responding to basic sign related to health and safety at various times. • Learner attempts to use signs related to health and safety in communication

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
15.0 LEADERSHIP	Signs related to leaders in class	<p>By the ends of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> • acquire familiar signs related to leadership in class; • recognize signs related to leadership in class when communicating; • use appropriate signs when referring to leaders in class when communicating; • express self-confidently using signs related to leadership in class while communicating; • appreciate the role of leaders in class. 	<ul style="list-style-type: none"> • Learner could be shown various leaders in class. • Leaders could be introduced to learners with their signs and sign names (prefect, teacher dance leader, group leader) • Learner could be guided to practice signing name of leaders in class, groups and in pairs. • Learner could be guided to visit a local leader. • Learner could be guided to watch /observe roles of leaders in video, camera, and laptop. 	<ol style="list-style-type: none"> 1) Who is your prefect in class? 2) Who reports those who d wrong? 3) What is the sign name o the class prefect? 4) What is the sign name o the class teacher?
<p>Core –competencies: Communication and Collaboration-When signing in class, in group, in pairs, Learning to Learn-Learning new vocabulary, Citizenship-Respect for leaders Digital literacy- as learners observes pictures and diagrams on ICT gadgets.</p>				
<p>Link to PCI: Citizenship: Patriotism and good governance: Leadership, role model</p>		<p>Link to Values: Responsibility, loyalty, respect.</p>		
<p>Link to other subjects: Environmental activities visit to a local leader.</p>		<p>Suggested Community Service Learning: Identify and give sign names to leaders in their school.</p>		

	Similarly, to those in their class.
Suggested non-formal Activity: Signing leaders in the school during assembly.	Suggested Assessment- Observation, signed oral question.
Suggested Resources: Realia (leaders in class), passport of the class prefect.	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires familiar signs related to leadership in class with ease. • Learner consistently recognizes signs related to leadership in class when communicating. • Learner consistently uses appropriate signs when referring to leaders in class when communicating. • Learner expresses self confidently using signs related to leadership in class while communicating. 	<ul style="list-style-type: none"> • Learner acquires familiar signs related to leadership in class. • Learner recognizes signs related to leadership in class when communicating. • Learner uses appropriate signs when referring to leaders in class when communicating. • Learner expresses self using signs related to leadership in class while communicating. 	<ul style="list-style-type: none"> • Learner acquires familiar signs related to leadership in class. • Learner recognizes signs related to leadership in class when communicating. • Learner uses appropriate signs when referring to leaders in class when communicating. • Learner expresses self-confidently using signs related to leadership in class while communicating. 	<ul style="list-style-type: none"> • Learner has difficulty in acquiring familiar signs related to leadership in class. • Learner has difficult in recognizing signs related to leadership class when communicating. • Learner has challenge in using appropriate signs when referring leaders in class when communicating.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S)
16.0 PREMANUAL SKILLS	Fine motor skills	<p>By the ends of the sub strand, the learners should be able to:</p> <p>a) acquire basic modeling, cutting, squeezing release technique that develops fine motor skills;</p> <p>b) recognize and sign activities involved in developing fine motor skills;</p> <p>c) learners to practice acquired skills that lead to the development of the fine motor skills in class group and in pairs;</p> <p>d) appreciate the importance of fine motor skills in their communication.</p>	<ul style="list-style-type: none"> • Learner could be guided to do various activities which develop fine motor (modeling, cutting, squeezing, releasing). • Learner could be guided to sign names of the materials used to develop fine motor skills. • Learner could be guided to practice activities that improve the fine motor skills in class groups and in pairs. 	<p>1) What do we use for modeling?</p> <p>2) Point a picture or material and ask what is this?</p>
<p>Core –competencies: Communication and Collaboration-When working in class, in group, in pairs. (Cutting, modeling), Creativity and imagination- when they are modeling and cutting.</p>				
<p>Link to PCI: Life skills and value. education: Life skill: use signing skill for communication</p>			<p>Link to Values: Team work, responsibility.</p>	
<p>Link to other Subjects: Creative activities</p>			<p>Suggested Community Service Learning: Demonstrating different pre-manual skills.</p>	
<p>Non- formal activity to support learning: Visit a potter or a tailor and see how they use their skills to cut or model a pot.</p>			<p>Suggested Assessment: observation, signed oral questions</p>	
<p>Suggested Resources: Realia, pot, clay, plasticine, scissors</p>				

Suggested Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner easily acquires basic modeling, cutting, squeezing release techniques that develops fine motor skills. Learner easily recognizes and sign activities involved in developing fine motor skills. Learner consistently practices acquired skills that lead to the development of the fine motor skills. 	<ul style="list-style-type: none"> Learner acquires basic modeling, cutting, squeezing release technique that develops fine motor skills. Learner recognizes and sign activities involved in developing fine motor skills. Learner practices acquired skills that lead to the development of the fine motor skills. 	<ul style="list-style-type: none"> Learner acquires basic modeling, cutting, squeezing , release techniques that develops fine motor skills with assistance. Learner recognizes and signs activities involved in developing fine motor skills with assistance. 	Learner has difficulty i using fine motor skills.

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experience	Key inquiry questions(S)
17.0 Daily routine	Signs related to various times of the day	<p>By the ends of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) acquire familiar signs related to greetings of the day; b) acquire familiar signs related to toileting; c) acquire signs related to etiquette; d) recognize familiar signs related to greetings in communication; 	<ul style="list-style-type: none"> Learner could be shown various signs related to etiquette in communication (please, Thank you). Learner could sign activities involving various time of the day. Learner could practice signs related to the time of the day in class, in groups, in pairs. 	<ol style="list-style-type: none"> 1) What time do yc take porridge? 2) When do you go to sleep? 3) When do you go to play? 4) What do you use after visiting the toilet?

		<p>e) use appropriate signs related to various times of the day in communication;</p> <p>f) develop a positive attitude towards time management;</p> <p>g) appreciate the essence of time management.</p>	<ul style="list-style-type: none"> • Learner could recite poems sing songs related to the time of the day. • Learner could be shown various signs related to toileting(toilet, tissue, water, soap). • Learner could practice to greet each other in various Occasions. • Learners could watch various activities of the day in videos using laptops, tablets. 	<p>5) What do you say when you do something wrong to your friend?</p>
<p>Core –competencies: Communication and Collaboration-When signing Signs related to time in class, in group or in pairs. Self-Efficacy-Telling time Digital literacy- as learners observes pictures and diagrams on ICT gadgets.</p>				
<p>Link to PCI: Health and education –personal hygiene Citizenship-Integrity and social cohesion-when greeting one another.</p>			<p>Link to Values: Respect an Responsibility</p>	
<p>Link to other subjects: Number activities, Environmental activities, Language activities</p>			<p>Suggested Community Service Learning: Daily routine activities within the community</p>	
<p>Non-formal activity to support learning: Practice some daily activities in class</p>			<p>Suggested Assessment: Observations, signed oral questions.</p>	
<p>Suggested Resources: Realia, clock face to manipulate manually, outside activities to view sun, ICT gadgets.</p>				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner easily acquires familiar and unfamiliar signs related to greetings of the day. Learner easily acquires familiar signs related to toileting. Learner easily acquires signs related to etiquette. Learner easily recognizes familiar signs related to greetings in communication. Learner consistently uses appropriate signs related to various times of the day in communication. 	<ul style="list-style-type: none"> Learner acquires familiar signs related to greetings of the day. Learner acquires familiar signs related to toileting. Learner acquires signs related to etiquette. Learner recognizes familiar signs related to greetings in communication. Learner uses appropriate signs related to various times of the day in communication. 	<ul style="list-style-type: none"> Learner acquires some familiar signs related to greetings of the day. Learner acquires some familiar signs related to toileting. Learner acquires some signs related to etiquette. Learner recognizes some familiar signs related to greetings in communication with assistance. Learner uses some signs related to various times of the day in communication. 	<ul style="list-style-type: none"> Learner has difficulty acquiring familiar signs related to greetings of the day. Learner has challenges acquiring familiar signs related to toileting. Learner has difficulty acquiring signs related to etiquette.

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(S)
18.0 DAILY ROUTINE	Sign related to cleanliness 18.1 Clean Water 18.2 Soap Towel	By the ends of the sub strand, the learners should be able to: a) acquire various signs related to cleanliness; b) recognize familiar signs related to cleanliness;	<ul style="list-style-type: none"> Learner could be shown pictures video of activities related to cleanliness. Learners could be guided to sign activities related to cleanliness. 	1) What do you use to clean the class? 2) What do you do when your class is dirty? 3) Who is clean?

	18.3 Wash Bath Basin	c) respond appropriately to signs related to cleanliness in communication; d) appreciate the importance of personal hygiene in day to day life.	<ul style="list-style-type: none"> • Learner could be guided to respond to communication involving the signed activities on cleanliness. • As a whole class, in group, in pairs learner practice signs related to cleanliness. • Learner could be guided to recite signed poems related to cleanliness. • Learners could be guided to involve themselves in cleaning activities. 	
<p>Core –competencies: Communication and Collaboration-Encourage learners to communicate when signing as a class in group or in pairs. As they work together they develop the competency of collaboration. Learning to learn-By learning how to keep them clean they will develop the concept of self-worth. Self-efficacy-By learning how to keep themselves clean they will develop the concept of self-worth Digital literacy- as learners observes pictures and diagrams on ICT gadgets.</p>				
Link to PCIs: Learning to learn; keep themselves and environment clean, Health education- personal hygiene			Link to Values: Responsibility	
Link to other subjects: Environmental activities.			Suggested Community Service Learning: Clean area around the school compound	
Non-formal activity to support learning: learners cleaning their belongings (handkerchief & socks)			Suggested Assessment: Signed Oral questions, Observations.	
Suggested Resources: Realia water, soap, duster/mop and bucket.				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner easily acquires various signs related to cleanliness. Learner accurately recognizes familiar signs related to cleanliness. Learner consistently responds appropriately to signs related to cleanliness in communication. 	<ul style="list-style-type: none"> Learner acquires various signs related to cleanliness. Learner recognizes familiar signs related to cleanliness. Learner responds appropriately to signs related to cleanliness in communication. 	<ul style="list-style-type: none"> Learner acquires some signs related to cleanliness. Learner recognizes some familiar signs related to cleanliness. Learner responds to signs related to cleanliness in communication with assistance. 	<ul style="list-style-type: none"> Learner has difficulty acquiring various signs related to cleanliness. Learner has difficulty recognizing familiar signs related to cleanliness.

Strand	Sub-strand Suggested time:30mins	Specific learning outcomes knowledge	Suggested learning experience	Key inquiry questions(S)
19 TIME	Signs related to the days of the week	<p>By the ends of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) acquire range of Familiar signs related to days of the week; b) recognize familiar signs related to days of the week; c) respond appropriately to signs related to days of the week in communication; d) use appropriate signs for various days of the week in communication; e) appreciate the importance of various days of the week. 	<ul style="list-style-type: none"> Learner could be shown different days of the week using calendar. Learner could be guided to sign appropriately days of the week in class in group, and in pairs. Learners could be guided to recite poems /sign verses /songs related to various days of the week. 	<ul style="list-style-type: none"> 1) What are the days of the week? 2) What is the sig for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday?

Core –competencies: Communication and Collaboration- When signing in class, in group, in pairs, Learning to Learn- learn how to sign Monday to Friday. Self-efficacy- Doing an activity for every day of the week.	
Link to PCIs: Citizenship- social cohesion-when raising the flag. Citizenship: Patriotism	Link to Values: Respect, Responsibility, loyalty.
Link to other Subjects: Pre-numeracy, language activities.	Suggested Community Service Learning: Learners participate in various activities on the days of the week.
Non-formal activity to support learning: Learners participate in flag raising, school clubs etc.	Suggested Assessment: Signed/oral questions, observation.
Suggested Resources: Flag, charts, videos	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner accurately acquires range of familiar signs related to days of the week. Learner easily recognizes familiar signs related to days of the week. Learner consistently responds appropriately to signs related to days of the week in communication. Learner consistently uses appropriate signs for 	<ul style="list-style-type: none"> Learner acquires range of familiar signs related to days of the week. Learner recognizes familiar signs related to days of the week. Learner responds appropriately to signs related to days of the week in communication. Learner uses appropriate signs for various days of the week in communication. 	<ul style="list-style-type: none"> Learner acquires some familiar signs related to days of the week. Learner recognizes some familiar signs related to days of the week with assistance. Learner responds to signs related to days of the week in communication with support. Learner uses appropriate signs for various days of the week in communication with assistance. 	<ul style="list-style-type: none"> Learner has difficulty recognizing familiar signs related to days of the week. Learner has challenges responding to signs related to days of the week in communication.

various days of the week in communication.			
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PRE –PRIMARY 2

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Self immediate environment 5 Lessons of 30 minutes each	Sign names and fingerspelling for people around them in school and at home	By the end of the sub strand, the learners should be able to: a) acquire a range of familiar signs/fingerspell related to people around them in school and at home; b) recognize and articulate familiar signs of people around them in school and at home; c) respond confidently to sign names of people around them in school and at home; d) use appropriate sign names when referring to people around them in school and at home; e) appreciate the importance of using appropriate sign names when referring to people around them in school and at home in communication.	<ul style="list-style-type: none"> • Learner could be given the sign names of the people around them in the school and at home. • Learner could be guided to sign names of other learners and siblings based on their distinguished positive features. • Learner could be guided to practice signing names of others in class, in groups and in pairs. • Learner could be guided to watch video of people around them in school signing their sign names. 	<ol style="list-style-type: none"> 1) What is the sign name of your teacher? 2) What is the sign /fingerspell name for you mother/father 3) What is the sign of your brother/sister' 4) Learner point a photo and sign accordingly. 5) How is your name finger spelt?
Core-Competence to be developed: ➤ Communication and collaboration – as they sign names of people around them in school and at home/role playing in groups and in pairs. ➤ Self-Efficacy - self-awareness when they get to know sign names and those of people around them. ➤ Digital literacy -as the learner observes photos/sign names of people around them on digital devices.				
Link to PCIs:		Links to values: Respect for self and others.	Links to other subject(s): ➤ Language Activities.	

➤ Life skills of self-awareness. learning new concepts on body parts as he/she signs.		➤ Environmental Activities.
Suggested Community Service Learning Activities: Giving sign names for people around the community (neighbourhood).		
Non-formal activities to support learning: learners to practice signs of body and sign names of family members at home		
Suggested Resources: Pictures on signs of body parts, photographs, videos on body parts, Jig saw puzzles, doll and charts with body parts.		
Suggested assessment: oral signed questions, observations, portfolio, Finger spelling		

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner easily acquires a range of familiar signs/fingerspell related to people around them in school and at home. • Learner consistently recognizes and articulates familiar signs of people around them in school and at home. • Learner responds confidently to sign names of people around them in school and at home. • Learner consistently uses appropriate sign names when referring to people around them in school and at home. 	<ul style="list-style-type: none"> • Learner acquires a range of familiar signs/fingerspell related to people around them in school and at home. • Learner recognizes and articulates familiar signs of people around them in school and at home. • Learner responds to sign names of people around them in school and at home. • Learner uses appropriate sign names when referring to people around them in school and at home. 	<ul style="list-style-type: none"> • Learner acquires some familiar signs related to people around them in school and at home. • Learner recognizes some familiar signs of people around them in school and at home. • Learner responds to some sign names of people around them in school and at home. • Learner uses sign names when referring to people around them in school and at home with assistance. 	<ul style="list-style-type: none"> • Learner has challenges in signi and fingerspelling sign names of people around them in school and at home. • Learner has difficulty recognizing sign names of people around them in school and at home.

Strand	Sub-strand	Specific Learning outcome	Suggested learning experience	Key inquiry questions
2.0ANIMALS	Animals found in the forest	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) acquire signs related to animals found in the forest;</p> <p>b) recognize signs related to animals found in the forest;</p> <p>c) use signs related to animals found in the forest;</p> <p>d) appreciate use of signs related to animals found in the forest in communication.</p>	<ul style="list-style-type: none"> Learner could be guided to a nature walk to observe animals found in the forest. Learner could be guided to observe pictures of animals found in the forest.(elephant, lion, giraffe, zebra) on charts. Learner could be guided to watch a video on animals found in the forest shown in tablets, desktops, laptop, phones Learner could be guided to colour animals found in the forest. 	<ol style="list-style-type: none"> Which is the biggest animal found in the forest? Which animal has a very long neck? What is the colour of a zebra? Which animal found in the forest do you like?

Core competencies to be developed:

Communication and collaboration-in naming different animals found in the forest in groups, pairs.

Self-efficacy-as they express themselves in communication.

Digital literacy-as the learner observes pictures of animals on digital devices.

Link to PCIs

Education for sustainable development:
Animal welfare -learning sign names of various animals found in the forest.

Link to values: Care for the animals

Link to the subject(s): language activities
Environmental activities.

Suggested community Service Learning Activities: Teaching the community sign names of different animals found in the forest.

Non formal activities to support learning: Learner practice signing names of different animals found in the forest together with other learners in school.

Suggested Resources: Pictures of different animals found in the forest, Realia (during nature walk), videos, charts.

Suggested assessment: Oral signed question, Observation, portfolio, Fingerspelling

Suggested Assessment Rubrics

Exceeding Expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Learner appropriately signs names of animals found in the forest always. Learner finger spells names of animals found in the forest correctly. Learner recognizes signs of animals found in the forest with ease. Learner is able to draw different animals found in the forest. 	<ul style="list-style-type: none"> Learner appropriately signs names of animals found in the forest. Learner recognizes signs of animals found in the forest. Learner fingerspells names of animals found in the forest. 	<ul style="list-style-type: none"> Learner signs some names of animals found in the forest. Learner recognizes some signs of animals found in the forest. Learner can fingerspell some names of animals found in the forest. 	<ul style="list-style-type: none"> Learner has challenges in signing animals found in the forest.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Weather 5 lessons,30 min	Signs related to weather conditions and effects	By the end of the sub strand, the learner should be able to: a) acquire signs elated to weather conditions; b) recognize signs related to weather symbols;	<ul style="list-style-type: none"> Learner to be guided to observe pictures related to weather conditions (Sunny, rainy, windy, calm, cloudy) on digital devices. Using pictures or flash cards learner could be guided to practice signing 	<ol style="list-style-type: none"> 1) What is the weather today? 2) How was the weather yesterday?

		<p>c) use signs related to weather conditions in communication;</p> <p>d) appreciate the importance of weather changes.</p>	<p>weather conditions in groups, in pairs and as a whole class.</p> <ul style="list-style-type: none"> • Learner could be guided to observe weather conditions of the day and sign appropriately. • Learner could be guided to sign simple sentences on various weather conditions in groups, in pairs and class as a whole. • Learner could be guided to sign short poems related to weather conditions. 	<p>3) What make the clothes to dry duri the day?</p>
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> ➤ Communication and collaboration – when the learners sign weather conditions in pairs and in groups. ➤ Learning to learn – when signing new vocabulary on weather and when sharing experiences about weather condition in a non- formal setting. ➤ Digital Literacy- as the learner observes pictures related to weather conditions on digital devices. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ➤ Education for Sustainable development: environmental education: signing weather elements and conditions. ➤ Life skills- where the learner appreciates working with others and telling the importance of weather changes. 		<p>Link to Values: Team work-where the learner appreciates working with others and telling the importance of weather changes.</p>		<p>Links to other subject(s):</p> <ul style="list-style-type: none"> ➤ Environmental studies
<p>Suggested Community Service Learning activities: Help in watering the community tree-nursery</p>				
<p>Non-formal activities to support learning: learner to recite poem on weather to schoolmates</p>				
<p>Suggested Resources: Charts, video showing weather conditions.</p>				
<p>Suggested assessment: signed oral questions, portfolio, observations</p>				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner accurately identifies weather conditions. • Learner easily recognizes signs related to weather conditions. • Learner accurately uses signs of weather conditions. • Learner correctly identifies signs of weather symbols. 	<ul style="list-style-type: none"> • Learner identifies weather conditions. • Learner recognizes signs related to weather conditions. • Learner uses signs of weather conditions. • Learner correctly identifies signs of weather symbols. 	<ul style="list-style-type: none"> • Learner identifies weather conditions with assistance. • Learner recognizes signs related to weather conditions with assistance. • Learner uses signs of weather conditions with assistance. 	<ul style="list-style-type: none"> • Learner has difficulty in identifying weather conditions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Objects at school and at home	Sign names related to objects and structures in school and at home.	<p>By the end of the sub strand, the learners should be able to:</p> <ol style="list-style-type: none"> a) acquire sign names of objects and structures in school and at home; b) recognize the signs of objects and structures in school and at home; c) use appropriate signs related to objects and structures in school and at home; d) appreciate the importance of using appropriate sign names when 	<ul style="list-style-type: none"> • Learner could be guided to observe various objects and structures found at school (Library, Kitchen, Dormitory, Administration Office, Staff room) from ICT devices. • Learner could be guided to sign names of objects and structures (House, Granary, and toilet) in the home and care for properties at school and at home. • Learner could be guided to a nature walk to observe structures in school. 	<ol style="list-style-type: none"> 1) Which buildings do we have in school? 2) Which type of a house do you have at home?

		referring to objects and structures in school and at home.	<ul style="list-style-type: none"> • Learners could be guided to sign short poems related to objects and structures in school and at home • Learners could be guided to clean and store objects at home and in the school. 	
Core-Competence to be developed <ul style="list-style-type: none"> ➤ Communication and collaboration – when learners sign in pairs and in groups. ➤ Learning to learn – signing new vocabulary on objects and structures in school and at home. ➤ Digital Literacy-as the learner observes picture/diagrams of objects and structures from digital devices. 				
Link to PCIs: <ul style="list-style-type: none"> ➤ Education for Sustainable development: Environmental education: – care of resources found at home and school. ➤ Life skills- work with others for interpersonal relationship 		Link to Values: Team work- working with others for interpersonal relationship		Links to other subject(s): <ul style="list-style-type: none"> ➤ Environmental studies ➤ Language activities
Suggested Community Service Learning <ul style="list-style-type: none"> ➤ Practice sign names of different objects and structures found at home and in school together with other learners in the school and in the community. 				
Non-formal activity to support learning: Visiting the village and identify structures in the village/town and sign them				
Suggested Resources <ul style="list-style-type: none"> ➤ Pictures and photographs of things found at home and in school. ➤ Video on objects and structures at school and home. ➤ Realia (objects and structures) 				
Suggested assessment: signed oral questions, observations, portfolio, checklist				

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires sign names of objects and structures in school and at home with ease. • Learner easily recognizes the signs of objects and structures in school and at home. • Learner consistently uses appropriate signs related to objects and structures in school and at home. 	<ul style="list-style-type: none"> • Learner acquires sign names of objects and structures in school and at home. • Learner recognizes the signs of objects and structures in school and at home. • Learner uses appropriate signs related to objects and structures in school and at home. 	<ul style="list-style-type: none"> • Learner acquires sign names of objects and structures in school and at home with assistance. • Learner recognizes some signs of objects and structures in school and at home. • Learner uses appropriate signs related to objects and structures in school and at home with assistance. 	<ul style="list-style-type: none"> • Learner can sign a few names of objects related to school and home with assistance/professional help.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Colours 5 Lessons of 30 min	Sign related to secondary colours	By the end of the sub strand, the learners should be able to: a) acquire and respond to signs related to secondary colours; b) demonstrate the use of signs of secondary colours in communication; c) identify various items with secondary colours within the classroom; d) relate secondary colours with items in the classroom; e) develop interest in the use of secondary colours; f) appreciate the beauty of colours.	<ul style="list-style-type: none"> • Learner could be guided to observe diagrams/picture with secondary colors(Orange, green, purple)from ICT devices. • Learner could be provided with materials with different colors and match as he/she signs. • Learner could be guided to sign songs related to colors and recite poems in signs related to secondary colors • Learner could be guided on how to mix primary colors to get secondary colors and sign them appropriately. 	1) What is the colour of grass? 2) Which colour is orange/ green/ purple among these items? 3) Where is orange/ green/ purple colour in the classroom?
Core-Competence to be developed: ➤ Imagination and creativity – The learner to mix primary colours to get secondary colors . ➤ Communication and collaboration – when learners sign in pairs and in groups on the various colours. ➤ Critical thinking – Learner mixing various colours and identifying their signs				
Link to PCIs: Citizenship: social cohesion and Patriotism: The National Flag.		Link to Values: Respect for National flag and patriotism.	Links to other subject(s): ➤ Creative Activities ➤ Environmental Activities ➤ Language activities	
Suggested Community Service Learning: ➤ Making cards and giving them to people in their community.				
Suggested non-formal activity to support learning: learners demonstrate signs of colours of flags to other schoolmates during their free time.				

Suggested Resources: Pictures with different colours, fruits, pieces of cloths.

➤ Kenyan flag

Suggested assessment: signed oral questions, observation.

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none">• Learner easily acquires and responds to signs related to secondary colours.• Learner accurately demonstrates the use of signs of secondary colours in communication.• Learner accurately identifies various items with secondary colours within the classroom.• Learner correctly relates secondary colours with items in the classroom.	<ul style="list-style-type: none">• Learner acquires and responds to signs related to secondary colours.• Learner demonstrates the use of signs of secondary colours in communication.• Learner identifies various items with secondary colours within the classroom.• Learner relates secondary colours with items in the classroom.	<ul style="list-style-type: none">• Learner acquires and responds to signs related to secondary colours.• Learner demonstrates the use of signs of secondary colours in communication.• Learner identifies various items with secondary colours within the classroom.• Learner relates secondary colours with items in the classroom.	<ul style="list-style-type: none">• Learner has difficulty in acquiring and responding to signs related to secondary colours.• Learner has difficulty in demonstrating the use of secondary colours in communication.• Learner has challenges in identifying various items with secondary colours within the classroom.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(
5.0Transport	Signs related to air and water transport	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) acquire a range of familiar signs related to air and water transport;</p> <p>b) recognize familiar signs related to air and water transport;</p> <p>c) express self-using signs related to air and water transport in communication;</p> <p>d) appreciate the importance of various means of water and air transport.</p>	<ul style="list-style-type: none"> Learner could be shown sign names of various modes of transport (<i>air and water</i>) they are familiar with. (aeroplane, ferry, ship, boat) Learner to be guided to observe pictures of the modes of transport from ICT devices. In groups and pairs learner is guided on the correct sign on means of air and water transport. Learner could be guided to sign simple poems and songs on means of air and water transport Learner could be guided to model and make various means of air and water transport as he/she signs. 	<ol style="list-style-type: none"> 1) What do people use cross in the water? 2) Which one moves faster between a boat and an aeroplane? 3) Which means of transport do you always use? 4) What means of transport would you like to use? 5) Why would you like use that means of transport?

Core-Competence to be developed:

Creativity and imagination--as the learner models and makes different means of transport.

Communication and collaboration- as learners work in groups.

Learning to learn- as the learner learns and signs new concepts

Digital Literacy-as the learners observe pictures of the modes of transport.

Link to PCIs:

- Life skills -self-esteem as they work in groups.
- Education for Sustainable development: appreciating different means of communication and transport

Link to Values: responsibility and team work in naming and signing various means of transport.

Links to other subject(s):

- Creative activities.
- Language activities

Suggested Community Service Learning

➤ Sign to other people /friends the signs of various means of air and water transport.

Non-formal activity to support learning: A visit to the bus stage/roads to observe different means of transport

Suggested Resources

- Toys of different means of transport(air, water),
Models(clay/ plasticine) different means of transport(air, water)
- Pictures / photographs of different means of transport (air, water).
- Videos on different means of transport (air, water).

Suggested assessment: signed oral questions, observation

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires a range of familiar signs related to air and water transport. • Learner recognizes familiar signs related to air and water transport. • Learner expresses self using signs related to air and water transport in communication. 	<ul style="list-style-type: none"> • Learner acquires a range of familiar signs related to air and water transport. • Learner recognizes familiar signs related to air and water transport. • Learner expresses self using signs related to air and water transport in communication. 	<ul style="list-style-type: none"> • Learner is able to sign names of means air and water transport. • Learner is able to point at various means of air and water transport. 	<ul style="list-style-type: none"> • Learner can attempt to sign names of some means of air and water transport.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	
6.0 Road and safety 5 lessons, 30 min each	Signs related to road safety	By the end of the sub strand, the learners should be able to: a) acquire signs related to road safety; b) recognize familiar signs related to road safety; c) use appropriate road safety signs to cross the road; d) appreciate the importance of observing road safety signs.	<ul style="list-style-type: none"> • Learner could be guided to observe various road safety signs using pictures, videos and diagrams from digital devices. (zebra crossing, driver, passenger, traffic policeman/woman • Learner could be guided to practice correct way of crossing the road safely. • Learner could be guided to practice signing various signs on road safety in groups, as a class and in pairs. 	1) Where do you cross the road? 2) Where do you stop the bus? 3) Which is the best side to walk on when on the road? 4) When do you cross the road?	
Core-Competence to be developed ➤ Self-efficacy – he/she learns on the best way to use the road. ➤ Communication and collaboration -as learners work in groups. ➤ Learning to learn - the learner learns and signs new signs on the safe use of road.					
Link to PCIs: ➤ Education for sustainable development: Risk reduction: Observe road safety signs ➤ Life skills – practice to cross the road while maintaining safety ➤ Citizenship – Observe rules or laws related to road safety.		Link to Values: ➤ Responsibility-care for self and others while on the road.	Links to other subject(s): Environmental activities.		
Suggested Community Service Learning: ➤ Children demonstrate different road safety signs to other learners.					
➤ Suggested non-formal activity to support learning: Visit the children traffic park and sign the road signs Visit the traffic marshals and learn more on safe use of road and road signs.					

Suggested Resources

- Signs related to road safety drawn on chart
- Model of road in class and model of the signs which are placed along the road and at the right places.

Suggested Assessment: Signed oral questions, Observation,

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner easily acquires signs related to road safety. • Learner easily recognizes familiar signs related to road safety. • Learner consistently uses appropriate road safety signs to cross the road. 	<ul style="list-style-type: none"> • Learner acquires signs related to road safety. • Learner recognizes familiar signs related to road safety. • Learner uses appropriate road safety signs to cross the road. 	<ul style="list-style-type: none"> • Learner acquires some signs related to road safety. • Learner recognizes some familiar signs related to road safety with assistance. • Learner uses appropriate road safety signs to cross the road with assistance. 	<ul style="list-style-type: none"> • Learner h challenge in signing road safet signs.

Strand	Sub-Strand Suggested	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Play items	Signs related to play items	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) acquire familiar signs related to play items;</p> <p>b) recognize various signs related to play items in communication;</p> <p>c) use signs related to play items in communication;</p> <p>d) develop a positive attitude towards play items;</p> <p>e) appreciate the importance of signs of various play items;</p> <p>f) appreciate the importance of proper use and storage of play items.</p>	<ul style="list-style-type: none"> Learner could be guided to observe pictures of play items from digital devices and give their sign names (balls, rope, hula hoop, goals). Learner could be guided to use signs of various play items in communication in pairs, groups and as a whole class. Learner could be encouraged to respond appropriately to signs related to play items in pairs, groups and as a whole class. Learner could be guided to play using the play items as they sign. 	<ol style="list-style-type: none"> 1) What do you use when skipping? 2) What do you use playing football? 3) Where do you play with? 4) What do you use play with? 5) Sign the items you use to play with? 6) Why should we take care of our play items?

Core-Competence to be developed :

Communication and collaboration- as learners work in groups and pairs while playing, there are rules to and regulations to follow that require integrity

Self-efficacy– as the learner gets to play with others.

Digital literacy– as the learner observes pictures of play items from digital devices.

Link to PCIs:

➤ **Learner support programmes:** Sports and Games: Observing rules related to games

Link to values:

Responsibility– Taking care of play materials and observing safety as they play.

Links to other subject(s):

➤ Psychomotor activities.

Suggested Community Service Learning:

- Attend to different games in the community.
- Participate in various games using signs in communication.

➤ **Suggested non-formal activity to support learning:** Participate in different game activities in school.

➤ Watch games on the television i.e. football, athletics and able to sign the games and items.

Suggested Resources: Balls, Skipping rope ,videos.

➤ Hula hoop, Goal posts, Field

Suggested assessment: Signed oral questions, Observation, Making playing items(balls)

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner easily acquires familiar signs related to play items. • Learner consistently recognizes various signs related to play items in communication. • Learner accurately uses signs related to play items in communication. 	<ul style="list-style-type: none"> • Learner acquires familiar signs related to play items. • Learner recognizes various signs related to play items in communication. • Learner uses signs related to play items in communication. 	<ul style="list-style-type: none"> • Learner acquires some familiar signs related to play items. • Learner recognizes some various signs related to play items in communication with assistance. • Learner uses some signs related to play items in communication with support. 	<ul style="list-style-type: none"> • Learner has difficulty recognizing various signs related to play items in communication. • Learner has challenge using signs related to play items in communication.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Food	Signs related to various foods in the locality	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) acquire a range of signs related to food items;</p> <p>b) respond appropriately to various signs related to food in communication;</p> <p>c) recognize signs of various types of food;</p> <p>d) appreciate the importance of various types of food.</p>	<ul style="list-style-type: none"> • Learner could be guided to observe various types of food (realia) and their sign names sweet potatoes, beans, fish, rice, chicken). • Learner could be guided to observe pictures/diagrams of various types of food drawn on a chart or from digital devices. • Learner could be guided to demonstrate usage of signs of various types of food in communication. • In pairs, groups and as a whole class, learner could be guided to practice to sign names of various types of food. • Learner could be guided on how to reuse and take care of left over foods. 	<ol style="list-style-type: none"> 1) What do you eat during lunch time morning/ at night 2) Which food do you like most? 3) What is the sign name of this?(showing picture or realia)
<p>Core-Competence to be developed :</p> <ul style="list-style-type: none"> ➤ Citizenship– learner accepts and respects food eaten in their culture. ➤ Learning to Learn – learn signs on various types of food. ➤ Communication and collaboration – learner communicate in sign language as he/she works in groups and pairs. 				
<p>Link to PCIs: Health education: Life style diseases: as learners appreciate importance of various types of food.</p>		<p>Link to Values: Responsibility-avoid food wastage.</p>	<p>Links to other subject(s):</p> <ul style="list-style-type: none"> ➤ Environmental activities. ➤ Language activities. 	

Education for Sustainable Development: Environmental Education: taking care of left over foods.		
Suggested Community Service Learning: ➤ Enlighten the school community as family about signs related to food.		
Suggested non-formal activity to support learning: Visit a market and observe different types of food		
Suggested Resources ➤ Foods realia ➤ Pictures/drawing of different foods. ➤ Videos on different foods.		
Suggested assessment: Signed oral questions, Observation		

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires a range of signs related to food items with ease. • Learner consistently responds appropriately to various signs related to food in communication. • Learner accurately recognizes signs of various types of food. 	<ul style="list-style-type: none"> • Learner acquires a range of signs related to food items. • Learner responds appropriately to various signs related to food in communication. • Learner recognizes signs of various types of food. 	<ul style="list-style-type: none"> • Learner acquires some signs related to food items. • Learner responds to some signs related to food in communication with assistance. • Learner recognizes some signs of various types of food. 	<ul style="list-style-type: none"> • Learner has difficulty acquiring signs related to food items. • Learner has challenges responding to various signs related to food in communication.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Water	Signs for water sources and uses	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) acquire a range of sign names related to water sources and uses of water;</p> <p>b) recognize and understand familiar sign names of water sources and its use;</p> <p>c) respond confidently to various signs related to water sources and use in communication;</p> <p>d) use appropriate sign names related to water sources and use in communication;</p> <p>e) appreciate the importance water sources and uses in his /her daily life.</p>	<ul style="list-style-type: none"> • Learner could be guided to observe various pictures/diagrams on sources and use of water and their signs from digital devices (lake, dam, stream,). • In pairs, groups and as a whole class learner could be guided to demonstrate signs related to sources and uses of water in communication. • Learner could be guided to demonstrate the various sign names related to water sources and uses in communication. • Learner could be guided to sign poems/ songs related to various sources of water and its use. • Learner could be guided to pantomime the uses of water through signing. • Learner could be guided on how to role play on the uses of water through signing. 	<ol style="list-style-type: none"> 1) Which water source is this? (pointing at pictures) 2) Where do you get water from? 3) What do you use water for? 4) Why should we take care of water?
<p>Core-Competence to be developed:</p> <p>Communication and collaboration - learner communicate in sign as he/she works in groups and pairs.</p> <p>Learning to Learn – learn new signs on water sources and use</p> <p>Digital literacy-as the learner observes picture/diagrams on sources and uses of water from digital devices.</p>				
Link to PCIs:		Link to Values: Responsibility and sharing- conserve water and share available resources with others.	Links to other subject(s): ➤ Environmental Activities. ➤ Religious Activities	

<p>Education for Sustainable Development: Environmental Education- proper use of water. Health – taking care of the water.</p>		
<p>Suggested Community Service Learning; ➤ Signing to people within the community different sources and uses of water.</p>		
<p>Suggested non-formal activity to support learning: Caring for resources – ability to close open taps to avoid leakage and water wastage.</p>		
<p>Suggested Resources ➤ Pictures of water sources and uses ➤ Videos showing water source and use ➤ Diagrams showing water sources and use</p>		
<p>Suggested assessment: Signed oral questions, Observation, digital devices.</p>		

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner easily acquires a range of sign names related to water sources and uses of water. • Learner easily recognizes familiar sign names of water sources and its use. • Learner consistently responds confidently to various signs related to water sources and use in communication. • Learner consistently uses appropriate sign names related to 	<ul style="list-style-type: none"> • Learner acquires a range of sign names related to water sources and uses of water. • Learner recognizes familiar sign names of water sources and its use. • Learner responds confidently to various signs related to water sources and use in communication. 	<ul style="list-style-type: none"> • Learner acquires a few sign names related to water sources and uses of water. • Learner recognizes some familiar sign names of water sources and its use. • Learner responds to some signs related to water sources and use in communication with assistance. 	<ul style="list-style-type: none"> • Learner has difficult acquiring sign name related to water sources and uses of water. • Learner has challenges recognizing familiar sign names of water sources and its use.

water sources and use in communication.	<ul style="list-style-type: none">• Learner uses appropriate sign names related to water sources and use in communication.		
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquir Question(s)	
10.0 Plants 5 Lessons of 30 min each	Signs of parts of a plant	By the end of the sub strand, the learners should be able to: a) acquire a range of familiar sign names related to parts of plant; b) recognize and understand familiar signs related to parts of a plant; c) respond appropriately to signs of parts of a plant in communication; d) use appropriate sign names related to parts of a plant in communication; e) appreciate the importance of various parts of a plant; f) develop curiosity in using signs of various parts of a plant in communication.	<ul style="list-style-type: none"> • Learner could be led to go outside the classroom and uproot a plant on which signs are shown for the different parts (leaves, stem, roots). • Learner could be shown a real plant and its parts in the school environment or classroom. • Learner could be guided to observe various pictures/diagrams showing parts of a plant and their sign names from digital devices. • As a whole class, small groups and in pairs, learner could be guided to practice sign names of parts of plant. • Learner could be guided to sign poems/ songs on parts of plant. • Learner could be guided to match pictures with sign name of parts of a plant. 	<ol style="list-style-type: none"> 1) Which part of a plant is this? (pointin at pictures) 2) Which part of a plant do you eat? 3) Where c plants grow? 4) What is the colo of a leaf 	
Core-Competence to be developed: ➤ Communication and collaboration - learner communicate in sign as he/she works in groups and pairs. ➤ Learning to Learn – learn new signs on parts of plant. ➤ Imagination and creativity – as the learner models and mounts plants. ➤ Digital Literacy -as the learner observes various pictures/diagrams showing parts of a plant from digital devices.					
Link to PCIs: ➤ Education for Sustainable Development– Uses of plants ➤ Life skills – proper use of the edible parts of a plant.		➤ Link to Values: Responsibility-taking care of plants.	Links to other subject(s): ➤ Environmental Activities. ➤ Language Activities.		
Suggested Community Service Learning:					

➤ Sign names of different parts of plant they see and use in the community.

Non-formal Activity to support learning: learners are involved in nature walk to observe different plants.

Suggested Resources: Realia, Diagrams /pictures of plants, Videos on plants, Artificial plant.

Suggested assessments: signed oral questions, observations.

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner acquires a range of familiar sign names related to parts of plant with ease. Learner recognizes and understands familiar signs related to parts of a plant with ease. Learner consistently responds appropriately to signs of parts of a plant in communication. Learner consistently uses appropriate sign names related to parts of a plant in communication. 	<ul style="list-style-type: none"> Learner acquires a range of familiar sign names related to parts of plant. Learner recognizes and understands familiar signs related to parts of a plant. Learner responds appropriately to signs of parts of a plant in communication. Learner uses appropriate sign names related to parts of a plant in communication. 	<ul style="list-style-type: none"> Learner acquires some familiar sign names related to parts of plant. Learner recognizes a few signs related to parts of a plant. Learner responds to some signs of parts of a plant in communication with assistance. 	<ul style="list-style-type: none"> Learner has challenges in acquiring sign names related to parts of plant. Learner has difficulty in recognizing some familiar signs related to parts of a plant.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0Soils	Signs related to soil and uses	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) acquire a range of familiar sign names related to soil and their uses;</p> <p>b) recognize and understand familiar signs of soil;</p> <p>c) respond confidently to various sign names for soils and use in communication;</p> <p>d) use appropriate sign names for various soils and their uses in communication;</p> <p>e) appreciate the importance of various soils and their uses in his/her daily life.</p>	<ul style="list-style-type: none"> • Learner should go outside and collect soils from different places in the school compound. • Learner could be shown various soils and their signs (clay, loam, sand) • As a whole class, small groups and in pairs, learners demonstrate sign names related to soil and their uses. • Learner could be guided to observe signs used to show uses of soil from digital devices. • Learner could be guided to demonstrate various sign names related to soil and their use. • Learner could be guided to sign poems/songs related to various soils and their uses. • Learner could be guided to role play the use of soil using signs. • Learner could be guided to pantomime the uses of soil 	<ol style="list-style-type: none"> 1) Which is the best soil for growing crop 2) Which type of soil is best for modelling? 3) Which type of soil is used for building?
<p>Core-Competence to be developed:</p> <ul style="list-style-type: none"> ➤ Imagination and creativity – as the learner uses the various soils to model ➤ Communication and collaboration – learner communicate in sign as he/she works in groups and pairs. ➤ Learning to Learn – learn new signs (building, farming and modelling) ➤ Digital literacy- as the learner observes signs of various soils from digital devices. 				

Link to PCIs: ➤ Education for Sustainable Development: Environmental Education:– caring for soil as it is an important resource in our day to day life	Link to Values: ➤ Responsibility- maintains cleanliness as they manipulate various types of soil.	Links to other subject(s): ➤ Environmental activities. ➤ Creative activities. ➤ Language activities.
Suggested Community Service Learning: ➤ Signing the various signs for types and uses of soil to the school community/family.		
Non-formal Activity to support learning: Nature walk		
Suggested Resources: Soil (clay, loam, sand) ➤ Pictures of different soil. ➤ Newspaper cuttings of pictures on soil and its uses ➤ Nature with different soil and its uses		
Suggested Assessments: Oral signed questions, Observations		

Suggested Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner acquires a range of familiar sign names related to soil and their uses with ease. • Learner consistently recognizes and understands familiar signs of soil. • Learner accurately responds confidently to various sign names for soils and use in communication. • Learner consistently uses appropriate sign names for 	<ul style="list-style-type: none"> • Learner acquires a range of familiar sign names related to soil and their uses. • Learner recognizes and understands familiar signs of soil. • Learner responds confidently to various sign names for soils and use in communication. • Learner uses appropriate sign names for various soils and their uses in communication. 	<ul style="list-style-type: none"> • Learner acquires some familiar sign names related to soil. • Learner recognizes few familiar signs of soil. • Learner responds some sign names for soils and use in communication. • Learner uses a few sign names for various soils and their uses in communication with assistance. 	<ul style="list-style-type: none"> • Learner has difficulty in acquiring familiar sign names related to soil and their uses. • Learner has difficulty in recognizing signs of soil. • Learner has difficulty in responding to various sign names for soils and use in communication.

various soils and their uses in communication.			
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.0 Health	Signs related to health and safety	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) acquire basic signs related to health and safety;</p> <p>b) recognize basic signs related to health and safety in communication;</p> <p>c) respond appropriately to basic signs related to health at various times;</p> <p>d) use appropriately basic signs related to health and safety;</p> <p>e) express self appropriately to signs related to health and safety;</p> <p>f) Appreciate knowledge of health and safety.</p>	<ul style="list-style-type: none"> • Learner could be guide to observe examples of pictures, posters, videos related(fine, pain, well, hospital, doctor, nurse) on various digital devices. • Learner could be guide to demonstrate the use of various basic sentences related to health and safety. • Learner could be guide to practice signing basic sentences related to health and safety as a whole class, small groups and in pairs. • Learner could be shown pictures on unsafe places(boreholes, power lines, swimming pool, sewage). 	<ol style="list-style-type: none"> 1) Which places are unsafe? 2) Where do you go when you are sick? 3) Who treats sick persons? 4) What do you do when you are sick?

Core-Competence to be developed:

- **Self-efficacy**- knowing and avoiding dangerous places
- **Communication and collaboration** – learner communicate in signs as he/she works in groups and pairs.
- **Learning to Learn** – learn new signs
- **Digital literacy**-as the learner observe videos related to health and safety and sign on various digital devices.

<p>Link to PCIs: Education for sustainable development: risk reduction – avoid dangerous places</p> <p>➤ Life skills – appreciating importance of good health.</p>	<p>➤ Link to Values: Responsibility-taking care of self and others by avoiding unsafe places.</p>	<p>Links to other subject(s):</p> <p>➤ Environmental activities.</p>
<p>Suggested Community Service Learning: Helping school children to avoid dangerous places.</p>		
<p>Non-Formal Activity to support learning: visit to hospital/ clinics to familiarize themselves with learnt health vocabularies</p>		
<p>Suggested Resources: Pictures, drawings and video on health, Realia, First aid box, Fire extinguisher, Alarms, Pit latrines.</p>		
<p>Suggested Assessments: Oral signed questions, Observations</p>		

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner is able to identify other sign names related to health and safety in communication. Learner is able to respond and use basic signs related to health appropriately. Learner is able to use other unfamiliar signs in communication. 	<ul style="list-style-type: none"> Learner is able to identify signs related to health and safety in communication. Learner is able to respond appropriately to basic signs related to health at various time. 	<p>Learner is able to identify some signs related to health and safety in communication.</p>	<p>Learner is able to identify a few signs related to health and safety in communication.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.0 Leadership	Signs for leaders	<p>By the end of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) Acquire a range of familiar sign names related to leaders; b) Recognize and understand familiar sign names of leaders in school; c) Respond appropriately to familiar sign names related to leaders in school in communication; d) Use appropriate sign names related to leaders in school for and their uses in communication; e) Appreciate the importance of having leaders his/her daily life. 	<ul style="list-style-type: none"> • Leaders in the school could be introduced to learner in classroom and sign their names • Learner could be guided to demonstrate various sign names of leaders in school (Head teacher, Deputy head teacher, Senior teacher, Games master, Boarding masters and Subject teacher) as a whole class, in groups and in pairs. • Learner could be guided to demonstrate roles of various leaders in school through role play and signing their sign names. • Learner could be guided to recite simple signed poems on various leaders. • Learner could be guided to observe photos of their leaders in school on digital 	<ul style="list-style-type: none"> 1) What is the sign name of your head teacher? 2) What is the sign name of the games teacher? 3) What is the sign name of the class teacher?

			devices for further practice of signing their names.
Core-Competence to be developed: <ul style="list-style-type: none"> ➤ Communication and collaboration- learner role play on the role of their leaders in their school. ➤ Learning to Learn-learns sign names of their leaders at the school. ➤ Digital literacy-as they observe photos of their leaders on digital devices. 			
Link to PCIs: <ul style="list-style-type: none"> ➤ Learner support program: peer Education: Leadership Role model: As learners observe leaders in school. 	Link to values: Respect -as they address their leaders using their sign names.	Links to other subject(s): <ul style="list-style-type: none"> ➤ Environmental activities 	
Suggested Community Service Learning: Being responsible at home even in the absence of parents.			
Non-formal Activity to support learning: Role play leadership			
Suggested Resources: Realia (leaders in school).			
Suggested assessments: Role play, signed oral questions, observations			

Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
<ul style="list-style-type: none"> • Learner is able to sign names related to leaders. • Learner is able to recognize and respond to familiar signs of leaders in school and at home and use them in communication. 	<ul style="list-style-type: none"> • Learner is able to sign names related to leaders. • Learner is able to recognize and respond to familiar signs of leaders in school. 	<ul style="list-style-type: none"> • Learner is able to acquire sign names related to leaders in school. 	<ul style="list-style-type: none"> • Learner is able to acquire a few sign names related to leaders in the class.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
14.0 Pre-literacy and numeracy skills(Hand formation) 5 lessons of 30 min each	Elements of a sign	By the end of the sub strand, the learners should be able to: a) Acquire elements of a sign (K) b) Recognize various hand shapes, palm orientation, places of articulation (location) and movement during signing (S) c) Use appropriate elements of signing in communication (S) d) Demonstrate appropriately element of a sign(S) e) Appreciate the importance of using appropriate elements of signs in communication.(A)	<ul style="list-style-type: none"> • Learner could be guided to observe pictures of various hand shapes, palm orientation, location and movement on digital devices. • As a whole class, small groups and in pairs, learner could be guided to practices various signs involving hand shapes, location, movement and palm orientation. • Pictures of various hand shapes could be displayed in the classroom for further practice. • Learner could be guided to sign songs /recite poems using different various elements of a sign appropriately. 	<ol style="list-style-type: none"> 1) Which hand shape is this?(pointing the hand shape) 2) Show various movements, diagonal, circular, horizontal movements 3) What is the sign location of the sign-(teacher to give direction on that)
<p>Core-Competence to be developed: Communication and collaboration: practice in groups and pairs.</p> <p>Learning to Learn – elements of a sign.</p> <p>Self-efficacy – appreciate signing appropriately.</p> <ul style="list-style-type: none"> • Digital literacy-As the learner observes pictures of various hand shapes, palm orientation, location and movement on digital devices. 				
Link to PCIs: ➤ Life skills – self-esteem as they are	Link to values: Cooperation	Links to other subject(s): ➤ Language activities		

able to communicate appropriately.		
Suggested Community Service Learning: Learners to sign neighbors and parents on elements of a sign.		
Non-formal learning activity to support learning: -learners sign signed songs during assembly. -learners manipulate signs out of class.		
Suggested Resources: A chart with elements of a sign, Flash cards on elements of a sign, Videos on elements of a sign.		
Suggested assessments: Signed oral questions, observations		

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to recognize elements of a sign with ease. • Learner is able to appropriately demonstrate elements of a sign. • Effectively uses elements of sign in communication. 	<ul style="list-style-type: none"> • Learner is able to recognize elements of a sign. • Learner is able to appropriately demonstrate elements of a sign. • Learner uses elements of sign in communication. 	<ul style="list-style-type: none"> • Learner is able to recognize elements of a sign with assistance. • Learner is able to appropriately demonstrate some elements of a sign. 	<ul style="list-style-type: none"> • Learner has challenges in recognizing elements of a sign.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.0 Daily routine 5 lesson of 30 minutes each	Signs related to different activities of the day. Greetings, Games, Toileting, Days of the week	By the end of the sub strand, the learners should be able to: a) acquire familiar signs related to greetings at various times of the day; b) recognize familiar signs related to greetings and culture; c) use appropriate sign related to greetings and various activities in communication; d) appreciate the importance of greetings and activities at different times of the day; e) acquire signs related to various games; f) acquire signs related to toileting; g) acquire signs of the days of the week.	<ul style="list-style-type: none"> • Learner could be guided to observe signs related to various greetings and activities of the day on digital devices and respond. • Learner could be guided on how to use signs related to greetings and activities of the day in pairs, groups, and the whole class in communication • Learner could be guided to sign songs and recite poems related to greetings and activities of the day. • Learner could be guided to pantomime activities of the day in correct sequence from morning to evening. • Learner could be guided to acquire signs related to various games (Foot ball, Volley ball, Net ball) • Learner could be guided to acquire signs related to toileting; • Learner could be guided to acquire signs of the days of the week. 	<ol style="list-style-type: none"> 1) At what time do you sleep? 2) At what time do you take a bath? 3) How do you greet people in the morning/afternoon/evening? 4) Which games do you like watching? 5) How do you ask for permission to go to the toilet? 6) Which are the days of the week?
Core-Competence to be developed: ➤ Communication and collaboration: practice signing in groups and pairs.				

<ul style="list-style-type: none"> ➤ Learning to learn: new signs on greeting, games, toileting and days of the week. ➤ Self-efficacy: communicate their needs. ➤ Digital literacy: The learner observes signs related to greetings from digital devices. 		
Link to PCIs: Life skills: As learners undertake different activities during the day.	Link to Values: Respect – as they practice using signs related to greetings when they meet people.	Links to other subject(s): <ul style="list-style-type: none"> ➤ Environmental activities. ➤ Language activities
Suggested Community Service Learning; Signing to his/her neighbours and friends on sign related to greetings and daily routine.		
Non-formal activity to support learning: learners practice signs with other learners in the school.		
Suggested Resources: Videos on greetings, toileting, games and days of the week.		
Suggested assessments: Signed oral questions, observations		

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
<ul style="list-style-type: none"> • Learner is able accurately use familiar and unfamiliar signs related to greetings and activities of the day in communication. • Learner is able to recite songs related to greetings both familiar and unfamiliar. • Learner is able to pantomime appropriate activities of the day with correct sentence. 	<ul style="list-style-type: none"> • Learner is able use appropriate signs related to greetings and activities. • Learner is able recognize familiar signs related to greetings and activities of the day • Learner is able recite signed poems related to greetings and activities of the day 	<ul style="list-style-type: none"> • Learner is able use some signs related to greetings and activities of the day • Learner is able recite some parts of songs related to greetings and activities of the day. 	Learner is able use a few signs related to greetings.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
16.0 Daily routine	Signs related to etiquette Please, bye, thank you, sorry, excuse me	By the end of the sub strand, the learners should be able to: a) Acquire a range of signs related to etiquette; b) Recognize and understand signs related to etiquette in communication; c) Respond appropriately to familiar signed sentences related to etiquette; d) Appreciate the importance of using etiquette in communication.	<ul style="list-style-type: none"> • Learner could sign, signs related to etiquette (please, bye, thank you, sorry, excuse me). • Learner could be guided to observe pictures and diagrams related to etiquette on digital devices. • Learner could be encouraged to sign simple sentences related to etiquette. • Learner could be guided to demonstrate signs related to etiquette as a class, groups and in pairs. • Learner could be guided to sign sing songs and recite poems related to etiquette. 	<ol style="list-style-type: none"> 1) What do you say when you make a mistake? 2) If you get a gift, what do you say? 3) How do you greet people in the morning/afternoon/evening? 4) How do you ask for permission to go out of the classroom?
<p>Core-Competence to be developed:</p> <ul style="list-style-type: none"> ➤ Communication and collaboration: learner demonstrates signs in groups and pairs. ➤ Learning to learn: New signs related to etiquette Self-efficacy – able to communicate and express their needs. ➤ Digital literacy: As the learner observes pictures and diagrams related to etiquette on digital devices. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ➤ Life skills: Moral Education: practice good behaviour. 	<p>Link to values: Respect- as they practice using signs related to etiquette.</p>	<p>Links to other subject(s):</p> <ul style="list-style-type: none"> ➤ Language activities. ➤ Religious activities. 		
<p>Suggested Community Service Learning:</p> <ul style="list-style-type: none"> ➤ Learners show etiquette while interacting with others in school, at home and in the community in signs. 				

Non-formal activity to support learning: learners practice etiquette out of class.

Suggested Resources:

➤ Pictures, drawings showing etiquette, Videos showing etiquette.

Suggested assessments: signed oral questions, observations.

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to sign sentences related to etiquette correctly. • Learner is able to demonstrate appropriate familiar/unfamiliar signs related to etiquette. • Learner is able to identify sentences related to etiquette and respond appropriately. • Learner is able to demonstrate use of familiar and unfamiliar signs in communication. 	<ul style="list-style-type: none"> • Learner is able to sign simple sentences related to etiquette. • Learner is able to demonstrate signs related to etiquette in communication. • Learner is able to respond appropriately to signs related to etiquette. 	<ul style="list-style-type: none"> • Learner is able to sign some simple sentences related to etiquette. • Learner is able to demonstrate some signs related to etiquette in communication with assistance. 	<ul style="list-style-type: none"> • Learner attempts to sign a few signs related to etiquette.