



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN
GRADE 7**

**ENGLISH
FOR LEARNERS WITH HEARING IMPAIRMENT.**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate '*to develop curriculum and curriculum support materials*' has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4 ,5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the Curriculum designs for learners with Hearing Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Hearing Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Hearing Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

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

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with Hearing Impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Hearing Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaptation of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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

DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Sign Language Skills	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities.

The English subject at the junior secondary school level will expose learners to both knowledge and use of the English language, and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of Junior Secondary level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening and speaking for learners who are hard of hearing and

observing, articulating signs or fingerspelling for learners who are Deaf, reading, writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom.

The English subject will lay a firm foundation for the learners' efficient and effective use of the English language, as a communication tool and the medium of instruction at Senior Secondary School. In addition, it will be a stepping-stone for further study of English, Literature in English, and other pathways.

Learners with hearing impairment will benefit from the adaptations made in the four skills which are; Observing and Articulating signs/fingerspelling, Reading, Grammar and writing. Major adaptations focus on the first skill which is Observing and Articulating signs/fingerspelling where by the outcomes which are not achievable by the two categories of Hearing-Impaired learners are split into two, that is, activities for learners who are Hard of Hearing and activities for learners who are Deaf. Use of visuals across the design has been encouraged so as to simplify the Suggested learning experiences. Suggested Methods of Assessment and learning resources have also been adapted to cater for both categories of Hearing-Impaired learners.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary level, the learner should be able to:

1. listen and respond appropriately to relevant information in a variety of contexts,
2. observe and respond to signed information for effective communication,
3. read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
4. develop critical thinking skills for life,
5. read and analyse literary material and relate them to real life experiences,
6. develop a lifelong interest in reading on a wide range of subjects,
7. use grammatical forms to communicate appropriately in different settings,
8. write texts legibly, creatively, and cohesively to empower them for life

9. apply digital literacy skills to enhance proficiency in English,
10. appreciate the role of English as a medium for creativity and talent development.

THEME 1.0: PERSONAL RESPONSIBILITY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.1 Listening and Speaking.</p>	<p>1.1.1 Conversational Skills: use of Polite Language</p> <p>For learner who is Hard of Hearing. (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify polite expressions used in the introduction of self and others;</p> <p>b) use polite expressions in the introduction of self and others in different speaking and signing contexts;</p> <p>c) model respectful behaviour during introductions.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Role-play on the different types of introductions during a conversation. ● Make a list of necessary details about people that one needs to know for effective introduction. ● Brainstorm on different types of introductions. ● List polite expressions that can be used during the introduction. ● Match polite expressions to corresponding types of introductions. ● Discuss reasons for using <i>polite language</i> in introductions. ● Use games such as catch the ball, for the introduction of others. ● Role-play different contexts of self-introduction using polite expressions with peers. ● Review a recording on formal introductions. 	<p>1.) How would you introduce your parents or guardians to your teachers?</p> <p>2.) Why is it important to be polite while introducing yourself or others?</p>
<p>1.1. Observing and artic signs/fingerspelling</p>	<p>1.1. 1 Conversational Skills: use of Polite Language</p>	<p>By the end of the sub strand, the learner should be able to;</p>	<p>The learner is guided to, in groups or pairs:</p>	<p>1) How would you introduce your parents</p>

	<p>For learner who is Deaf</p> <p>(2 lessons)</p>	<p>a) identify polite signed expressions used in the introduction of self and others;</p> <p>b) use polite signed expressions in the introduction of self and others in different signing contexts;</p> <p>c) model respectful behaviour during introductions.</p>	<ul style="list-style-type: none"> ● Role-play on the different types of introductions during a conversation. ● Discuss and make a list of necessary details about people that one needs to know for effective introduction. ● Brainstorm in groups on different types of signed introductions. ● List in pairs polite signed expressions that can be used during the introduction. ● in pairs, match polite expressions to corresponding types of introductions. ● Discuss reasons for using <i>polite language</i> in introductions. ● Use games such as catch the ball, in small groups, for the introduction of others. ● Role-play different contexts of self-introduction using polite signed expressions with peers. ● Review a signed visual or captioned video recording on formal introductions. 	<p>or guardians to your teachers?</p> <p>2) Why is it important to be polite while introducing yourself or others?</p>
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Self -efficacy as the learner role-play in pairs on different types of introductions during a play. ● Communication and collaboration as the learner discuss in groups and make a list of necessary details about people that one needs to know for effective introduction. ● Imagination and Creativity as the learner role-plays different contexts of self-introduction with peers. 				

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills; Self-esteem is enhanced as the learner role-plays different contexts of self-introduction. ● Effective communication is enhanced as the learner uses polite language during introductions. 	<p>Link to Values:</p> <ul style="list-style-type: none"> ● Respect is nurtured as learners turn take while brainstorming on different types of introductions. ● Responsibility is nurtured as learners take up their roles in role-playing different contexts of self-introduction using polite with peers. ● Unity is enhanced as learners discuss in groups and make a list of necessary details about people that one needs to know for effective introduction.
<p>Link to other Subjects: Kenyan Sign Language as learners learn new vocabulary related to use of polite expressions during self-introductions.</p>	
<p>Non formal Activities to support Learning: Learners role play different contexts of self-introduction during school assemblies.</p>	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral and signed Questions and answer ● Observation ● Peer assessment ● Oral and signed presentation ● Oral and signed discussion
<p>Suggested Learning Resources: Course books, Internet, Audio-visual resources and Charts.</p>	

Assessment Rubric For learners who are Hard of Hearing				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying polite signed expressions used in the introduction of self and others.	Identifies and illustrates polite signed expressions used in the introduction of self and others.	Identifies polite signed expressions used in the introduction of self and others.	Identifies a few polite signed expressions used in the introduction of self and others with prompts	Attempts to identify few polite signed expressions used in the introduction of self and others with assistance.

Using polite expressions in the introduction of self and others in different speaking and signing contexts.	Uses polite expressions in the introduction of self and others in different speaking and signing contexts and applies oral/signed presentation techniques	Uses polite expressions in the introduction of self and others in different speaking and signing contexts.	Uses a few polite expressions in the introduction of self and others in some speaking and signing contexts	Uses few polite expressions in the introduction of self and others in some speaking and signing contexts with Prompts
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Assessment Rubric For learner who is Deaf				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying polite signed expressions used in the introduction of self and others.	Identifies and illustrates polite signed expressions used in the introduction of self and others.	Identifies polite signed expressions used in the introduction of self and others.	Identifies a few polite signed expressions used in the introduction of self and others with prompts	Attempts to identify few polite signed expressions used in the introduction of self and others with assistance.
Using polite signed expressions in the introduction of self and others in different speaking and signing contexts.	Uses polite signed expressions in the introduction of self and others in different signing contexts and applies oral/signed presentation techniques	Uses polite signed expressions in the introduction of self and others in different signing contexts.	Uses a few polite signed expressions in the introduction of self and others in signing contexts	Uses few polite signed expressions in the introduction of self and others in signing contexts with Prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: Independent Reading (2 lessons)	By the end of the sub strand, the learner should be able to; (a) identify a variety of texts for independent reading, (b) read selected materials for information and enjoyment,	The learner is guided to ● Think-pair-share on the factors to consider when selecting reading material. ● Select appropriate reading materials related to personal responsibility.	1) Why do you select certain reading materials? 2) How can you ensure that you benefit from a reading session?

		(c) appreciate the value of independent reading in lifelong learning.	<ul style="list-style-type: none"> ● Set and share reading goals for the session, ● <i>Read selected</i> print and non-print materials independently, ● Observe good reading habits. ● Keep a portfolio or a journal of their experiences during the reading session. ● Conduct peer review of the portfolios and journals kept. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving as the learner searches, collects, processes, and uses information from selected texts. ● Communication and collaboration as learners set and share reading goals for the session. ● Self-efficacy as learners read selected print and non-print materials independently. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Learner support programmes; positive discipline as the learner selects appropriate reading materials related to personal responsibility. 		Values: <ul style="list-style-type: none"> ● Respect is nurtured as learners avoid distracting others by observing good reading habits. ● Responsibility is nurtured as the select appropriate reading materials related to personal responsibility. ● Unity is enhanced as learners think-pair-share on the factors to consider when selecting reading material. 		
Link to other Subjects: All subjects as they have the concept of independent reading.				
Non formal Activities to support Learning: Learners to participate in Journalism club activities to improve reading skills.		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Question and answer ● Learner portfolios ● peer assessment ● Observation ● Self-assessment 		
Suggested Learning Resources: Course books, Story books, Newspapers, Magazines, Junior Encyclopedia, Dictionaries.				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying a variety of texts for independent reading.	Identifies and classifies a variety of texts for independent reading.	Identifies a variety of texts for independent reading.	Identifies a few texts for independent reading.	Makes an attempt to identify few texts for independent reading with prompts.
Reading selected materials for information and enjoyment.	Reads the selected materials and records experiences from the reading sessions for information and enjoyment.	Reads the selected materials for information and enjoyment.	Reads a few of the selected materials for information and enjoyment.	Attempts to read few of the selected material for tracking progress with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar In Use	1.3.1 Word Classes: Nouns (2 lessons)	By the end of the sub-strand, the learner should be able to; a) identify the different types of nouns from a print or digital text, b) use different types of nouns in sentences, c) appreciate the role of correct grammar in written, spoken and signed communication.	The Learner is guided to: <ul style="list-style-type: none"> ● Sign read a print or non-print text in pairs. ● Identify <i>common, proper, concrete, and abstract nouns</i>. ● Search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups. ● Listen to and observe a signed poem or story and categories the nouns used. ● Mention examples of common, proper, concrete and abstract nouns in the classroom and school. ● Construct sentences using common, proper, concrete and abstract nouns. 	<ol style="list-style-type: none"> 1. Why is it important to identify items by name? 2. Why is knowledge on the use of capital letters useful?

			<ul style="list-style-type: none"> ● Complete substitution tables with the different types of nouns in pairs. ● Engage in language games such as scrabble, puzzles, code words and guessing games, ● Write and display stories, songs or poems featuring the different types of nouns. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn is enhanced as learners construct sentences using common, proper, concrete and abstract nouns. ● Communication and collaboration is enhanced as learners engage in language games such as scrabble, puzzles, code words and guessing games ● Digital literacy is enhanced as learners Search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills (Effective communication) is achieved as learners construct sentences using common, proper, concrete and abstract nouns <ul style="list-style-type: none"> ● Analytical thinking skills (creative thinking) is achieved as learners Construct sentences using common, proper, concrete and abstract nouns. 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners Search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups. ● Unity is achieved as learners, in pairs Complete substitution tables with the different types of nouns 	
<p>Link to other subjects: Kenyan Sign Language as it addresses the correct usage of the different types of nouns.</p>				
<p>Non-formal Activities to support learning: Learners to engage in essay writing competitions on different topics as they use common, proper, concrete, and abstract nouns in their school clubs</p>			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Question and answer ● Gap-filling ● Word games 	
<p>Suggested Learning Resources: Course books, Newspapers, Word wheels, Audiovisual resources and Dictionaries.</p>				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying the different types of nouns from a print or digital text.	Identifies the different types of nouns from a print or digital text with varied examples.	Identifies the different types of nouns from a print or digital text.	Identifies a few nouns from a print or digital text with prompts.	Attempts to identify few nouns from a print or digital text with assistance.
Using different types of nouns in sentences.	Uses and categorises different types of nouns in sentences	Uses different types of nouns in sentences.	Uses a few types of nouns in sentences.	Uses few types of nouns in sentences with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Reading	1.4.1 Intensive Reading: Trickster Narratives (1 lesson)	By the end of the sub strand, the learner should be able to; a) identify the main events in trickster narratives, b) analyses the characters in narratives, c) appreciate the importance of trickster narratives in the inculcation of values.	The learner is guided to: <ul style="list-style-type: none"> ● Engage in pre-reading activities such as previewing the title of the narrative, using the picture clues and brainstorming. ● Recount the events in the <i>trickster narrative</i> and highlight the trick in the narrative. ● Discuss the various character traits displayed by the characters. ● Brainstorm on the moral lessons of the narrative. ● Retell a trickster narrative in small groups. ● Relate characters and events in the trickster narrative to real life situations. ● Explore and share with group members how personal responsibility can be derived from the narrative's moral lessons. 	<ol style="list-style-type: none"> 1. How can we identify a trickster narrative? 2. Why are narratives important?

Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination learners brainstorm on the moral lessons of the narrative. 	
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Mentorship and peer education is enhanced as learners relate characters and events in the trickster narrative to real life situations ● Social cohesion is enhanced as learners retell a trickster narrative in small groups 	Values: <ul style="list-style-type: none"> ● Integrity is enhanced as learners relates characters and events in the trickster narrative to real life situations ● Respect is achieved as learners brainstorm on the moral lessons of the narrative
Link to other subjects: Religious Education as learners learn content on moral lessons.	
Non formal Activities to support Learning: Learners can Collect varieties of trickster narratives for a school magazine	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed presentation ● Oral and signed discussion
Suggested Learning Resources: Course books, Story books, Dictionaries, Junior Encyclopedia. samples of trickster narratives, and pictures	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying the main events in trickster narratives	Identifies and elaborates main events in trickster narratives.	Identifies the main events in trickster narratives.	Identifies a few of the main events in trickster narratives.	Attempts to identify few of main events in trickster narratives with prompts.
Analysing the characters in the narrative.	Analyses and critiques characters in the narrative.	Analyses characters in the narrative.	Analyses a few characters in the narrative	Attempts to analyse few of the characters in the narrative with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.5. Writing	1.5.1 Handwriting: Legibility and Neatness (1 lesson)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe features of legible and neat handwriting for efficient writing, b) write texts legibly and neatly, c) acknowledge the importance of writing neatly and legibly. 	The learner is guided to: <ul style="list-style-type: none"> ● The learner who is Hard of Hearing is guided to listen to an audio-visual clip on the importance of developing legible and neat handwriting. ● The learner who is Deaf is guided to observe a signed video clip on the importance of developing legible and neat handwriting. ● Study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts. ● Discuss the features of legible and neat handwriting including shaping letters, joining and spacing letters and words. ● Practise handwriting games such as blind writing, speed writing, and letter stations. ● Suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately. ● Copy given texts on the theme of personal responsibility on charts and display for peer evaluation and correction. 	<ol style="list-style-type: none"> 1. Why should we learn to write legibly and clearly? 2. How can you make your handwriting presentable?

			<ul style="list-style-type: none"> • Write short paragraphs legibly and neatly and share with peers for peer review. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn as learners Study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts. • Critical thinking and problem solving as learners suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately. • Communication and collaboration as learners practise handwriting games such as blind writing, speed writing, and letter station 				
Pertinent and Contemporary Issues (PCIs): Social awareness skills (Effective Communication) is developed as learners discuss the features of legible and neat handwriting including shaping letters, joining and spacing letters and words			Link to Values: <ul style="list-style-type: none"> • Responsibility is enhanced as learners Write short paragraphs legibly and neatly and share with peers for peer review 	
Link to other subjects: All subjects as learners are encouraged to write legibly and neatly				
Non formal Activities to support Learning: Learners can participate in essay writing competitions in their school writing clubs to nurture their writing skill.			Suggested Modes of Assessment: <ul style="list-style-type: none"> • Peer assessment • Learner journals • Self-assessment • Standardised writing assessment. 	

Suggested Learning Resources: Dictionaries, Course books, Manilla papers, Workbooks and digital devices.				
Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing features of legible and neat handwriting for efficient writing.	Describes and illustrates features of legible and neat handwriting for efficient writing.	Describes the features of legible and neat handwriting for efficient writing.	Describes a few features of legible and neat handwriting for efficient writing.	List few features of legible and neat handwriting for efficient writing with prompts.

Writing texts legibly and neatly.	Writes and demonstrates texts legibly and neatly.	Writes texts legibly and neatly.	Attempts to write texts legibly and neatly	Attempts to write texts legibly.
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THEME 2.0: SCIENCE AND HEALTH EDUCATION				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Oral Presentations: Oral Narratives for learners who are hard of hearing (1 lesson)	By the end of the sub strand, the learner should be able to; a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of oral material.	The learner is guided to: <ul style="list-style-type: none"> ● Watch live or recorded narratives as a class and identify the performance techniques used. ● In groups, search online or from oral literature books for information on performance techniques of oral narratives. ● In groups or pairs, make presentations in class to peers on information gathered. ● In groups, discuss the oral performance techniques of oral narratives. ● Role play, in pairs how the performance techniques are used when presenting oral narratives for example <i>voice and tonal variation, facial expressions, body movements, gestures, eye contact, use of props.</i> 	1. How can you become a good storyteller?

			<ul style="list-style-type: none"> ● Compose, in groups, oral narratives in Science and Health education by following the steps; Introduction of the setting and characters, describing the first events to happen as the story begins, describing the events or conversation in the middle of the story causing a conflict and finally giving a solution. ● Perform, in groups oral narratives on Science and Health education as peers watch, record and critique the techniques used and then give feedback. 	
	<p>2.1.2 Signed Presentations: Signed Narratives for learners who are Deaf</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) outline the signed narrative performance techniques for effective delivery, b) use signed narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of signed narratives. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Watch a live or a recorded signed performance of narratives as a class and identify the performance techniques used. ● In groups search, , online or from oral literature books for information on performance techniques of signed narratives. ● In groups or pairs, make presentations in class to peers on information gathered. 	<p>1. How can you become a good storyteller?</p>

			<ul style="list-style-type: none"> ● Discuss, in groups the signed performance techniques of oral narratives for example , <i>facial expressions, body movements, gestures, eye contact, use of props and use of suspense.</i> ● Role play, in pairs how the performance techniques are used when presenting signed oral narratives. ● Compose, in groups, signed narratives on Science and Health education by following the steps; Introduction of the setting and characters, describing the first events to happen as the story begins, describing the events or conversation in the middle of the story causing a conflict and finally giving a solution. ● Perform, in groups signed narratives on Science and Health education as peers watch, record and critique the techniques used and give feedback. ● Compose, in groups, signed narratives on Science and Health education and suggest the most suitable techniques of performing them. 	
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Core Competencies to be developed:	
<ul style="list-style-type: none"> ● Creativity and Imagination as learners compose oral and signed narratives in groups and suggest the most suitable ways of performing them. ● Digital literacy as learners record and watch peers perform oral and signed narratives in groups ● Self-efficacy as learners make presentations to peers on performance techniques. 	
Pertinent and Contemporary Issues (PCIs)	Link to Values:
<ul style="list-style-type: none"> ● Critical thinking developed as learners compose oral and signed narratives in groups and suggest the most suitable ways of performing them. 	<ul style="list-style-type: none"> ● Unity is enhanced as learners, in groups discuss the oral and signed performance techniques in groups.
Link to other subjects:	
<ul style="list-style-type: none"> ● Performing Arts as performance techniques are utilised in showcasing presentations. 	
Non formal Activities to support Learning:	Suggested Modes of Assessment:
<ul style="list-style-type: none"> ● Plan a class competition on presentation of oral narratives in Science and Health education during drama club activities. ● Learners can participate in music and drama festival and perform oral and signed narratives 	<ul style="list-style-type: none"> ● Oral and signed questions ● Observation ● Peer assessment ● Oral and signed recitations
Suggested Learning Resources:	
Dictionaries, course books, manilla papers, workbooks, projectors, laptops, props, oral literature books, internet, laptops, writing materials	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Outlining the oral and signed narratives performance techniques for effective delivery.	Outlines and demonstrates the oral and signed narratives performance techniques for effective delivery.	Outlines the oral and signed narratives performance techniques for effective delivery	Outlines a few oral and signed narratives performance techniques for effective delivery.	Outlines few oral and signed narratives performance techniques for effective delivery with prompts.

Using oral and signed narrative techniques during their performance	Uses oral and signed narrative techniques during their performance and critiques others.	Uses oral and signed narrative techniques during their performance.	Uses a few oral and signed narrative techniques during their performance.	Uses few oral and signed narrative techniques during their performance with prompts.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive reading: Simple poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between poems and other literary genres, b) recite a variety of simple poems for enjoyment, c) collaborate in poetry recitation for enjoyment and learning.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing to Listen and respond to live recorded poetry recitation. ● Learner who is Deaf to observe and respond to signed recorded poetry recitation. ● Discuss, in groups, what makes reading <i>simple poems</i> interesting ● In groups or pairs, learner who is Hard of Hearing to pick out poems from a variety of texts and read them out aloud to the class. ● In groups or pairs, learner who is Deaf pick out poems from a variety of texts and sign read them to the class. ● In groups or pairs, learner to recite poems that address science and health issues such as HIV and AIDS. ● Provide feedback to peers and seek help where necessary. 	<ol style="list-style-type: none"> 1. How are poems different from stories? 2. Why would you use a poem instead of a story to pass a message?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is enhanced as learners recite poems that address science and health issues such as HIV and AIDS in groups. ● Communication and collaboration is enhanced as learners discuss, in groups, what makes reading <i>simple poems</i> interesting. 	
<p>Pertinent and Contemporary Issues (PCIs): Health issues in ducation (HIV/AIDS) is promoted as learners recite poems that address science and health issues such as HIV and AIDS</p>	<p>Values:</p> <ul style="list-style-type: none"> ● Peace is enhanced as learners in groups, recite poems that address science and health issues such as HIV and AIDS. ● Responsibility is nurtured as learners pick out poems from a variety of texts and read them out aloud or sign read them to the class.
<p>Link to other subjects: Performing Arts as recitation skills are handled in this learning area.</p>	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners can Collect different poems from their community for a school magazine. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Peer assessment ● Question and answer ● Dictation ● Self-assessment
<p>Suggested Learning Resources: Dictionaries, course books, manilla papers, Poetry books and digital devices</p>	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Distinguishing between poems and other literary genres.	Distinguishes with examples between poems and other literary genres with examples.	Distinguishes between poems and other literary genres.	Distinguishes between poems and other literary genres with prompts.	Attempts to distinguish between poems and other literary genres with assistance.
Reciting a variety of simple poems for enjoyment.	Recites a variety of simple poems for enjoyment and applies techniques used in oral and signed presentation	Recites a variety of simple poems for enjoyment.	Recites a few simple poems for enjoyment with prompts.	Recites simple few poems for enjoyment with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.3 Grammar in Use</p>	<p>2.3.1 Word Classes: Nouns</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify count, non-count, singular, and plural nouns from a variety of texts,</p> <p>b) use count, non-count, singular, and plural nouns in sentences,</p> <p>c) Appreciate the importance of the correct use of nouns in communication.</p>	<p>The learner is guided to in groups or pairs:</p> <ul style="list-style-type: none"> ● Search for examples of <i>the count, non-count, singular, and plural nouns</i> from the internet or print media and post them on the classroom wall. ● Listen to an audio text on the theme of science and health education, and pick out the target nouns. ● Observe a signed video or a video with captions on the theme of science and health Education, and pick out the target nouns. ● Pick out count, non-count, singular, and plural nouns from newspapers and magazine articles. ● Identify objects in the classroom and categories them as count or non-count nouns, in pairs. ● Change singular nouns to plural and vice versa. ● Construct sentences using the specified types of nouns orally and in writing. ● Construct sentences using the specified types of nouns through signing and in writing. ● Complete crossword puzzles with the target nouns in small 	<ol style="list-style-type: none"> 1. Why are some things impossible to count? 2. How can you group things that cannot be counted? 3. Why should you specify the number of things you require to accomplish a task?

			<ul style="list-style-type: none"> ● Create posters and poems using the learnt nouns, and post them on the classroom wall or share them using digital learning platforms. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as learners complete crossword puzzles with the target nouns in small groups. ● Digital literacy is enhanced as learners create posters and poems using the learnt nouns, and share them using digital learning platforms. ● Learning to learn is enhanced as learners construct sentences using the specified types of nouns orally or through signing and in writing. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Self awareness (Effective communication) is achieved as the learner constructs sentences using the specified types of nouns orally or through signing and in writing. ● Health issues in Education is promoted as the learner listens to and observes a signed audio text on health issues. 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is nurtured as learners in pairs, identify objects in the classroom and categorise them as count or non-count nouns ● Peace is achieved as learners in small groups complete crossword puzzles with the target nouns 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language as content on count and non-count nouns as well as singular and plural nouns is learnt. ● Health Education addresses health issues such as HIV and AIDS. 				
<p>Non formal Activities to support Learning: Learners could compose and present poems using count, non-count, singular, and plural nouns in their drama and music clubs.</p>			<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Peer assessment ● Question and answer ● Dictation ● Self-assessment 	
<p>Suggested Learning Resources: Course books, Newspapers, magazines, Internet, Realia digital devices and internet</p>				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying count, non-count, singular, and plural nouns from a variety of texts.	Identifies and classifies count, non-count, singular, and plural nouns from a variety of texts.	Identifies count, non-count, singular, and plural nouns from a variety of texts.	Identifies a few count, non-count, singular, and plural nouns from a variety of texts.	Attempts to identify few count, non-count, singular, and plural nouns from texts prompts
Using count, non-count nouns, singular and plural nouns in sentences.	Uses count, non-count, singular, and plural nouns in sentences and gives more examples	Uses most count, non-count nouns, singular and plural nouns in sentences.	Uses a few count, non-count nouns, singular and plural nouns in sentences.	Attempts to use few count, non-count, singular, and plural nouns in sentences.
Creating posters and poems then share them in the class.	Creatively makes posters and poems and shares them with classmates.	Makes posters and poems and shares them with classmates.	Attempts to make posters and poems and share them with classmates.	Attempts to make posters and poems and share- them with classmates with support.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Reading	2.4.1 Intensive Reading: Class Reader (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the different parts that aid in previewing a book, b) describe the author and the setting of the text in terms of time and place, c) underscore the value of reading for lifelong learning.	Learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Study the cover page, read the blurb and highlight the outstanding features, in groups. ● Discuss the title of the class reader. ● Research online for more information about the author and the location where the story is taking place. ● Learner who is Hard of Hearing to make oral presentations to the class on their findings from the research. 	<ol style="list-style-type: none"> 1. Why should we not judge a book by its cover? 2. Why do we read storybooks?

			<ul style="list-style-type: none"> ● Learner who is Deaf to make signed presentations to the class on their findings from the research. ● Identify words, images and details that describe the setting in terms of place and time. ● Design a graphic organiser such as a mind map and tree map to identify the setting. ● Create, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I Learned (K-W-W-L) chart, to visualise what has been learned. ● Make short notes on the setting and the author. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn is enhanced as learners create, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I Learned (K-W-W-L) chart, to visualise what has been learned. ● Critical thinking and problem solving is achieved as learners design a graphic organiser such as a mind map and tree map to identify the setting. ● Self-efficacy is achieved as learners make oral or signed presentations to the class on their findings from the research. 				
<p>Pertinent and Contemporary Issues (PCIs): Creative thinking is developed as learner Creates, share and give feedback using summary charts.</p>		<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as learners, in groups, study the cover page, read the blurb and highlight the outstanding features 		
<p>Link to other subjects: All languages as they encourage reading of class readers.</p>				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners can read news during assemblies and other school functions. 		<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Peer assessment ● Question and answer ● Dictation ● Self-assessment 		

Suggested Learning Resources: class reader, charts, digital storybooks, newspapers and magazines.

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Explaining the different parts that aid in previewing a book.	Explains and illustrates the different parts that aid in previewing a book clearly and with examples.	Explains the different parts that aid in previewing a book.	Explains a few parts that aid in previewing a book	Attempts to explain few parts that aid in previewing a book.
Describing the author and the setting of the text in terms of time and place based on personal research.	Describes the author and setting of the text in terms of time and place extensively based on personal research and in detail.	Describes the author and setting of the text in terms of time and place based on personal research.	Attempts to describes the author and setting of the text in terms of time and place based on personal research.	Attempts to describes the author and setting of the text in terms of time and place with prompts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.5 Writing	2.5.1 Mechanics of Writing: Punctuation Marks (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the full stop, exclamation mark, and question mark, in texts b) use the full stop, exclamation mark, and question mark in sentences c) acknowledge the importance of punctuating sentences accurately.	Learner is guided to, in pairs or groups: <ul style="list-style-type: none"> ● Read print or non-print text and identify the <i>full stop, exclamation mark, and question mark</i>.. ● Punctuate a text using the target punctuation marks. ● Write a short story or dialogue on the theme of science and health education using the full stop exclamation mark, and question mark, where necessary. 	1. Why is it important to punctuate a text?

			<ul style="list-style-type: none"> ● Engage in online or offline punctuation games. ● Draw and display posters or charts with punctuated sentences for peer review and revision. ● Role play well-punctuated dialogues and record themselves. ● Discuss the effectiveness of punctuation marks in expressing meaning 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy as learners use digital devices to play online games and record dialogues. ● Communication and collaboration as learners in groups, engage in online or offline punctuation games. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners punctuate a text using the target punctuation marks. ● Friendship formation is cultivated as learners role play well-punctuated dialogues and record themselves. 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is achieved as learners give each other feedback on charts and posters featuring the use of punctuation marks. 	
<p>Link to other subjects: Kenyan Sign Language emphasizes on the acquisition of proper punctuation skills.</p>				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners can participate in Essay writing competitions on different topics. 			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Peer assessment ● Question and answer ● Dictation ● Self-assessment 	
<p>Suggested Learning Resources: Course books, dictionaries, flash cards, posters, charts, digital devices and magazines.</p>				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Recognising the full stop, exclamation mark and question mark in texts.	Recognises the full stop, exclamation mark and a question mark in varied texts.	Recognises the full stop, exclamation mark, and question mark in texts.	Recognises a full stop, exclamation mark, and question mark in a few texts.	Recognises the full stop, exclamation mark, and question mark in few texts with prompts.
Using the full stop, exclamation mark, and question mark, in sentences.	Uses the full stop, exclamation mark, and question mark, in a variety of sentences.	Uses the full stop, exclamation mark, and question mark, in sentences.	Uses the full stop, exclamation mark, and question mark, in few sentences.	attempts to Use the full stop, exclamation mark, and question mark, in few sentences

THEME 3.0: HYGIENE				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

<p>3.1 Listening and Speaking</p>	<p>3.1.1 Listening for Information and the main idea (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify the main idea from varied descriptive texts, Pick out specific information from varied descriptive texts, acknowledge the importance of listening skills in communication. 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> Listen to audio-visual recordings on hygiene and identify the main idea. Listen for <i>specific information</i> from the audio-visual recording on hygiene and take notes. Search online and from print media for expressions that signal the main ideas such as; <ul style="list-style-type: none"> <i>this talk is about...</i> <i>I will talk about...</i>, Watch a video describing a process, a person, or an object and pick out specific information Listen to peers read descriptive texts about hygiene, and note the main ideas, in turns. 	<ol style="list-style-type: none"> Why is it important to get the main points from an oral text? How can you ensure you capture the main ideas from a speaker?
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<p>3.1.0 Observing and articulating signs/fingerspelling.</p>	<p>3.1.2 Observing for Information and the main idea (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>d) identify the main idea from varied descriptive texts, e) Pick out specific information from varied descriptive texts, f) acknowledge the importance of observing skills in communication.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Observe signed audio-visual recordings on hygiene and identify the main idea. ● Observe for <i>specific information</i> from the signed audio-visual recording and take notes. ● Search online and from print media for expressions that signal the main ideas such as; <ul style="list-style-type: none"> - <i>this talk is about...</i> - <i>I will talk about...</i>, ● Watch a video with captions describing a process, a person, or an object and pick out specific information ● Observe peers sign read descriptive texts, and note the main ideas, in turns. 	<p>3. Why is it important to get the main points from a signed text? 4. How can you ensure you capture the main ideas from a speaker/signer?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as the learner watches a video with captions describing a process, a person, or an object and picks out specific information. ● Digital literacy as learners use digital devices to search online and offline for expressions that signal the main ideas. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Issues in Education is achieved as the learner listens to and observes signed audio-visual recordings on hygiene and identify the main idea. 		<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners listen to and observe peers, sign read descriptive texts, and note the main ideas, in turns. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language addresses the listening/observing for the main idea and specific information. 				

<ul style="list-style-type: none"> ● Health Education as learners learn content related to hygiene. 	
Non formal Activities to support Learning: Learners can collect oral narratives from the community that touches on hygiene for the school magazine.	Suggested Modes of Assessment <ul style="list-style-type: none"> ● Word puzzles ● Code words ● Self/peer assessment ● Observation
Suggested Learning Resources: Course books, English dictionary, KSL dictionary, charts, print media and audio-visual digital devices.	

Assessment Rubric for the learner who is Hard of Hearing.				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying the main idea from varied descriptive texts.	Identifies and explains the main ideas from varied descriptive texts.	Identifies the main ideas from varied descriptive texts.	Identifies a few of the main ideas from varied descriptive texts.	Identifies few ideas from varied descriptive texts with prompts.
Picking out specific information from varied descriptive texts.	Picks out and explains specific information from varied descriptive texts.	Picks out specific information from varied descriptive texts.	Picks out a few specific information from varied descriptive texts.	Picks out few specific information from varied descriptive texts with prompts.

Assessment Rubric for the learner who is Deaf.				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying the main idea from varied signed descriptive texts.	Identifies and explains the main ideas from varied signed descriptive texts.	Identifies the main ideas from varied	Identifies a few of the main ideas from	Identifies few ideas from varied signed

		signed descriptive texts.	varied signed descriptive texts.	descriptive texts with prompts.
Picking out specific information from varied signed descriptive texts.	Picks out and explains specific information from varied signed descriptive texts.	Picks out specific information from varied signed descriptive texts.	Picks out a few specific information from varied signed descriptive texts.	Picks out few specific information from varied signed descriptive texts with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1. Reading for information and Meaning (1 lesson)	By the end of the sub strand, the learner should be able to; a) distinguish between reading for information and reading for meaning, b) pick out information from varied texts, c) c)infer the meaning of words and phrases from context, d) use new words and phrases in sentences, e) appreciate the importance of reading for information and meaning.	The learner is guided to: <ul style="list-style-type: none"> ● Distinguish between <i>reading for information and reading for meaning</i>. ● Scan through a text in pairs and identify text features (such as title, subtitles). ● Read texts on issues such as hygiene, safety, and security and organise the information by making notes. ● Infer and share, in groups, the meaning of words from context. ● Construct sentences using new words and phrases, in groups. ● Fill in crossword puzzles using new words learned. 	<ol style="list-style-type: none"> 1. Why do we read texts? 2. How would you tell the meaning of a word in a passage?
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Communication and Collaboration as learners infer and share the meaning of new words in groups. ● Learning to learn as learners construct sentences using new words and phrases, in groups. 				
Pertinent and Contemporary Issues (PCIs):			Values:	

Safety issues is enhanced as learners read texts on issues such as hygiene, safety, and security and organise the information by making notes.	Respect is enhanced as learners respect each other's ideas as they construct sentences using new words and phrases, in groups.
Link to other subjects: All subjects as they emphasise reading for information and reading for meaning as skills to be acquired	
Non formal activities to support learning: Learner can participate in religious association activities to improve vocabulary, speech and values.	Suggested Modes of Assessment <ul style="list-style-type: none"> ● word puzzles ● code words ● Self/peer assessment ● Observation ● Signed/oral questions ● Written assignments/ questions
Suggested Learning Resources: Course books, English dictionary, KSL dictionary, charts, print media and audio-visual digital devices	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Picking out information from varied texts.	Picks out and explains information from varied texts.	Picks out information from varied texts.	Picks out information from a few texts.	Picks out information from few texts with prompts.
Inferring the meaning of words and phrases from context.	Infers meaning of words and phrases with illustration from context	Infers meaning of words and phrases from context.	Infers meaning of words and a few phrases from context.	Attempts to infer meaning of a few words and phrases from context with prompts

Using new words and phrases in sentences.	Uses new words and phrases in a variety of sentences.	Uses new words and phrases in sentences.	Uses a few new words and phrases in sentences correctly.	Uses few words and phrases in sentences with prompts.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar In Use	3.3.1 Word classes: Verbs and tense (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify regular and irregular verbs in sentences, b) use regular and irregular verbs in sentences, c) construct sentences using the past, present and future tense, d) appreciate the correct use of verbs and tense for effective communication.	Learner is guided to: <ul style="list-style-type: none"> ● Search online and from print media for information on <i>verbs and their tenses</i>. ● The learner who is Hard of Hearing is guided to listen to texts read by the teacher on verbs and their tenses. ● The learner who Deaf is guided to observe sign read texts by the teacher on verbs and their tenses. ● Identify and group verbs with similar endings from passages on the theme of hygiene. ● Identify the tenses of the verbs in sentences ● Construct sentences using verbs in the correct tenses. ● Participate in a language game on tenses. ● Engage in conversations in pairs using verbs in various tenses. ● Review their peers' use of tense in spoken sentences. 	<ol style="list-style-type: none"> 1. How did you spend the last holiday? 2. How can use of wrong tenses bring about misunderstanding among people

Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as learners engage in conversations in pairs using verbs in various tenses. ● Learning to learn is enhanced as the learner construct sentences using verbs in the correct tenses. 	
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Effective communication is enhanced as learners construct sentences in correct verbs and tenses 	Values: <ul style="list-style-type: none"> ● Respect is inculcated as learners review peers' use of tenses.
Link to other subjects: <ul style="list-style-type: none"> ● Kenyan Sign Language also address correct usage of verbs and tense 	Suggested community service learning Assist peers and siblings at home to communicate using correct English sentences with correct tenses
Non-formal Activities to support Learning: Learners can participate in language drills to enhance language competence in their classes.	Suggested modes of assessment <ul style="list-style-type: none"> ● Self-assessment ● Observation ● signed and oral question ● written questions ● peer assessment
Suggested Learning Resources: Course books, English dictionary, KSL dictionary, charts, print media and audio-visual digital devices	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Identifying regular and irregular verbs in sentences.	Identifies and classifies regular and irregular verbs in sentences.	Identifies regular and irregular verbs in sentences.	Identifies some regular and irregular verbs in sentences	Identifies a few regular and irregular verbs in sentences with prompts.
Using regular and irregular verbs in sentences.	Uses regular and irregular verbs in varied sentences.	Uses regular and irregular verbs in sentences.	Uses regular and a few irregular verbs in sentences.	Attempts to use regular and irregular verbs in sentences with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4. Reading	3.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand, the learner should be able to; a) explain the structure of poems, b) analyse the structure of varied simple poems, c) read short poems addressing varied societal issues, d) appreciate the poem’s structure in communicating a message.	The learner is guided to: <ul style="list-style-type: none"> ● Source online or from print media for different poems and note the titles and the poets while observing integrity and cyber safety. ● Brainstorm on the parts of a poem, in pairs. ● In groups read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19. ● Analyse how poems are broken into stanzas and stanzas into lines. ● Study varied poems and present their different structures in graphic organisers in groups. ● In pairs, compare the structures of different poems. ● In pairs relate the poem’s structure to the poem’s message. 	<ol style="list-style-type: none"> 1. Why do people write poems? 2. Why are poems interesting? 3. How can one tell a text is a poem?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Digital literacy as learners use digital devices to search sources online for different poems and note the titles and the poets, while observing integrity and cyber safety. ● Communication and collaboration as learners brainstorm on the parts of a poem, in pairs. ● Learning to learn as learners study varied poems and present their different structures in graphic organisers in groups 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Issues in Education is promoted as learners read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19. 			<p>Link to Values:</p> <ul style="list-style-type: none"> ● Integrity is enhanced as learners’ source online or offline for poems while observing integrity and cyber safety. 	

<ul style="list-style-type: none"> ● Cyber Security as learners Source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety. 	
Link to other Subjects: Kenyan Sign Language and Performing Arts tackle the structure of varied poems.	
Non formal Activities to support Learning: Learners to recite learnt poems during entertainment and talent show activities in school.	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Self/peer assessment ● Observation ● signed/oral questions ● written assignments/ questions

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Explaining the structure of poems.	Explains the structure of poems with relevant examples.	Explains the structure of poems.	Lists the structure of poems.	Attempts to list the structure of poems with prompts.
Analysing the structure of varied simple poems.	Analyses the structure of varied simple poems with illustrations.	Analyses the structure of varied simple poems.	Analyses the structure of simple poems.	Attempts to analyse the structure of simple poems with prompts.
Sign reading short poems addressing varied societal issues.	Reads short poems addressing varied societal issues applying oral and signed techniques.	Reads short poems addressing varied societal issues.	Reads a few short poems addressing varied societal issues.	Attempts to read few short poems addressing varied societal issues.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.5 Writing	3.5.1 Writing Narrative Paragraphs (1 lesson)	By the end of the sub strand, the learner should be able to; a) identify the parts of a narrative paragraph, b) compose a narrative paragraph with the appropriate structure, c) acknowledge the significance of paragraphing in written communication.	The learner is guided to: ● Identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion ● Read samples of <i>narrative paragraphs</i> provided by the teacher and discuss the flow of ideas. ● Write a paragraph using a digital device about issues such as hygiene, safety, and security. ● Present the paragraphs in class for peer review.	1. How do we form paragraphs? 2. Why do we write paragraphs?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration as learners sign read samples of <i>narrative paragraphs</i> provided by the teacher and discuss the flow of ideas. ● Creativity and imagination as learners write a paragraph using a digital device about issues such as hygiene, safety, and security. 				
Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as learners sign read samples of <i>narrative paragraphs</i> provided by the teacher and discuss the flow of ideas.			Link to Values: Respect is promoted as learners give feedback on the narrative paragraphs they have reviewed.	
Link to other subjects: <ul style="list-style-type: none"> ● Computer Science as learners interact with technology and manipulate digital devices. ● Health Education as learners learn about hygiene and safety. 				
Non formal Activities to support Learning: Learners can practise composing sample <i>narrative paragraphs in their journalism club</i> .			Suggested Modes of Assessment <ul style="list-style-type: none"> ● Self-assessment ● Observation ● Oral and Signed questions ● written questions ● peer assessment 	

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying parts of a narrative paragraph.	Identifies and explains parts of a narrative paragraph.	Identifies parts of a narrative paragraph.	Identifies a few parts of a narrative paragraph.	Identifies few parts of a narrative paragraph with prompts
Composing a narrative paragraph with the appropriate structure.	Composes a narrative paragraph with the appropriate structure.	Composes a narrative paragraph with the appropriate structure.	Composes a narrative paragraph with a few parts of the appropriate structure.	Attempts to compose a narrative paragraph with few parts of the appropriate structure with prompts

THEME 4.0: LEADERSHIP				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Listening Comprehension: Selective Listening (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from listening and observing a signed text, b) select specific information from listening and observing a text, c) listen, observe and respond to texts on leadership, emphasise the value of listening and observing skills in communication.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Listen to an audio text and decide whether the information presented is specific or general. ● Search online for audio recordings on leadership. ● Listen to the text for specific information and attentively listen to text for specific information ● listen to a role play and respond to questions ● Listen to a passage on leadership: <i>good governance</i> and answer questions posed by the speaker. 	1. Why is it important to Get the main points from an oral text? 2. What can you do to Ensure you capture the relevant information from a speaker?

<p>4.1.0 Observing and Articulating signs / fingerspelling</p> <p>For learner who is Deaf</p>	<p>4.1.2 Observing signed Comprehension: Selective observation.</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish between specific and general information from observing a signed text,</p> <p>b) select specific information from observing a signed text,</p> <p>c) observe and respond to texts on leadership,</p> <p>d) emphasise the value of observing skills in communication.</p>	<p>The learner is guided to, in groups or pairs</p> <ul style="list-style-type: none"> ● Search online for a signed video or a video recording with captions on leadership. ● Observe a signed video or a video recording with captions, on leadership and decide whether the information presented is specific or general. ● Intensely observe the signed text for specific information. ● Observe a role play and respond to questions ● Observe a passage on leadership (<i>good governance</i>) and answer questions posed by signer. 	<ol style="list-style-type: none"> 1. Why is it important to get the main points from an oral/signed text? 2. What can you do to ensure you capture the relevant information from a speaker/signer?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners critically listen to oral texts and select information. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship- good governance is enhanced as learners listen to texts on leadership. • Effective communication is achieved as learners listen/observe and respond to audio/audio visual texts. 		<p>Link to Values:</p> <ul style="list-style-type: none"> ● Integrity is promoted as learners listen/observe signed texts on good governance ● Social justice is enhanced as they listen to oral/observe signed texts on good leadership qualities 		
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language as it focuses on selective listening/observation as a skill. 				

<p>Non formal Activities to support Learning: Learners to participate in public speaking on leadership as a topic during music festivals.</p>	<p>Suggested Modes of Assessment Self/ peer assessment Observation Signed/oral questions Written assignments</p>
<p>Suggested Learning Resources: Course book, English dictionary, print media and assistive digital devices</p>	

Assessment Rubric for Learner who Hard of Hearing.				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Distinguishing between specific and general information from listening	Distinguishes between specific and general information from a listening text with relevant examples.	Distinguishes between specific and general information from a listening text.	Distinguishes between specific and general information from a listening text with little prompting	Distinguishes between specific and general information from a listening text with prompts.
Selecting specific information from listening text.	Selects specific information from listening text and cites more examples.	Selects specific information from listening text.	Selects some specific information from listening a text.	Selects specific information from listening text with prompts.
Listening and responding to texts on leadership.	Listens and responds to texts on leadership without hesitations	Listens and responds to texts on leadership	Listens and responds to some texts on leadership	Listens and responds to texts on leadership with prompts.

Assessment Rubric for Learners who are Deaf				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Distinguishing between specific and general information from observing signed text.	Distinguishes between specific and general information from a observing signed text with relevant examples.	Distinguishes between specific and general information from observing a signed text.	Distinguishes between specific and general information from observing a signed text with little prompting.	Distinguishes between specific and general information from observing a signed text with prompts.
Selecting specific information from observing a signed text.	Selects specific information from observing a signed text and cites more examples.	Selects specific information from observing a signed text.	Selects some specific information from observing a signed text.	Selects specific information from observing a signed text with prompts.
Observing and responding to signed texts on leadership.	Observes and responds to signed texts on leadership without hesitations	Observes and responds to signed texts on leadership	Observes and responds to a few signed texts on leadership	Observes and responds to few signed texts on leadership with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2. Reading	4.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to; a) discuss the identified reading strategies, b) select main ideas and details from a variety of written texts, c) acknowledge the importance of reading for main ideas and details as a comprehension skill.	The learner is guided to in groups or pairs: <ul style="list-style-type: none"> ● Search online and watch appropriate video clips on the selected reading strategies: <i>reading for main ideas and reading for details.</i> ● Sign read and underline the main ideas and details in texts on issues 	<ol style="list-style-type: none"> 1. Why should one read for main ideas? 2. How can you improve your reading?

			<p>such as gender roles in leadership, and review each other's work.</p> <ul style="list-style-type: none"> ● Share ideas on how they can use the selected reading strategies. ● Fill in substitution tables with specific details from texts. ● Complete a mind map with a focus on the main idea and details. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn is enhanced as learners share what they have learned while completing a mind map with a focus on the main idea and details. ● Digital literacy is enhanced as learners manipulate digital devices while searching online and watching appropriate video clips on the selected reading strategies. ● Communication and collaboration is enhanced as learners share ideas on how they can use the selected reading strategies, in groups. 				
<p>Link to pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Gender issues in education is enhanced as learners sign read and underline the main ideas and details in texts on issues such as gender roles in leadership 			<p>Link to values</p> <ul style="list-style-type: none"> ● Unity is achieved as learners work together to complete the mind map with a focus on the main idea and details. 	
<p>Link to other subjects: All subjects emphasize reading for the main idea and specific details.</p>				
<p>Non formal Activities that support Learning: Learners can perform choral verses with peers relating to good leadership in their drama clubs.</p>			<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Signed and oral questions ● Written questions ● Self-assessment ● peer assessment ● Observation 	
<p>Suggested Learning Resources: Digital devices, course books, English dictionary, substitution table and print media.</p>				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Discussing the identified reading strategies.	Discusses with examples the identified reading strategies.	Discusses the identified reading strategies.	Discusses a few of the identified reading strategies.	Discusses few of the identified reading strategies with prompts.
Selecting main ideas and details from a variety of written texts.	Selects and explains the main ideas and details from a variety of written text.	Selects the main ideas and details from a variety of written texts.	Selects a few of the main ideas and details from a variety of written texts.	Selects few of the main ideas and details from a variety of written texts with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Grammar	4.3.1 Word Classes: Verbs and Tense (2lessons)	By the end of the sub strand, the learner should be able to; a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using the simple past tense, d) advocate appropriate use of tense in communication.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Underline verbs in <i>simple present and simple past tense</i> in a text. ● Reflect on the formation of <i>simple present and simple past tense</i> form of verbs. ● To construct and share sentences on a variety of issues including leadership, using verbs in the appropriate tense. ● Type the constructed sentences using a digital device. ● Search online or from print for verbs used in simple present and simple past tense from a variety of texts 	<ol style="list-style-type: none"> 1. Why is it necessary to indicate when an activity takes place? 2. Why is correct use of tense difficult for some people?

			<ul style="list-style-type: none"> ● To complete sentences using the correct tense of the given verbs. ● Create and display charts showing words in their simple present and past tense. ● Play language games using verbs in the present and past tense. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is developed as learners construct and share sentences on a variety of issues including leadership, using verbs in the appropriate tense. ● Critical thinking and problem solving is enhanced as learners play language games using verbs in the present and past tense. 				
<p>Link to pertinent and contemporary issues (PCI's):</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners construct and share sentences on a variety of issues including leadership, using verbs in the appropriate tense. ● Good governance is enhanced as learners construct and share sentences on a variety of issues including leadership, using verbs in the appropriate tense. 			<p>Linked to Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners turn take in sharing constructed sentences on leadership practices. ● Unity is achieved as learners play language games using verbs in the present and past tense. 	
<p>Link to other subjects: Kenyan Sign Language as learners learn the concept of different tenses. Social studies as learners learn about good governance.</p>				
<p>Non formal activities that support learning:</p> <ul style="list-style-type: none"> ● Learner could play language games using verbs in the present and past tense in their journalism clubs. 			<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Oral and signed questions ● Written assignment 	
<p>Suggested learning resources: Course books, English dictionary, print media, digital devices charts games and newspapers.</p>				

Assessment Rubrics				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying verbs in the simple present and simple past tense in a text.	Identifies verbs in the simple present and simple past tense in a text and cites more examples.	Identifies verbs in the simple present and simple past tense in a text.	Identifies a few of the verbs in the simple present and simple past tense in a text.	Identifies few verbs in the simple present and simple past tense in a text with prompts.
Writing sentences using simple present tense.	Writes sentences using the simple present tense and critiques peers.	Writes sentences using the simple present tense	Writes a few sentences using the simple present tense.	Attempts to writes sentences using the simple present tense with prompts.
Writing sentences using the simple past tense.	Writes sentences using the simple past tense and critiques peers.	Writes sentences using the simple past tense.	Writes a few sentences using the simple past tense with some errors.	writes sentences using the simple past tense with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Reading	4.4.1 Intensive Reading: Class Readers (2 lessons)	By the end of the sub strand the learner should be able to; a) identify the main characters in a class reader, b) explain how the characters make the story flow, c) make predictions based on the title and the sections read, d) appreciate the role of characters in the class reader.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Read a section of a class reader and identify the <i>main characters</i>. ● Discuss <i>predictions</i> made from the title and the sections read. ● Participate in a reader’s theatre and read portions of the class reader. ● Outline the things done by each character studied in the section. ● Discuss how the characters make the story flow. 	<ol style="list-style-type: none"> 1. How can you tell a main character in a story? 2. Why are some stories usually more interesting than others? 3. Why should you consider selecting a storybook to read?

			<ul style="list-style-type: none"> Write a summary about how the main characters make the story flow. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn is developed as learners discuss in pairs how the characters make the story flow. Critical thinking and problem solving as learners discuss <i>predictions</i> made from the title and the sections read. 	
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Critical thinking is enhanced as discuss in pairs how the characters make the story flow 	<p>Link to Values:</p> <p>Social justice is enhanced as learners participate in a reader’s theatre and read portions of the class reader.</p> <p>unity is achieved as learners discuss in pairs how the characters make the story flow.</p>
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Kenyan Sign Language as learners learn the skills of prediction and discussion of characters in texts. Social studies as learners learn about leadership and good governance. 	
<p>Non formal activities to support learning:</p> <p>Learners can organise and perform skits and dramas during public holidays.</p>	<p>Suggested assessment methods:</p> <ul style="list-style-type: none"> Observation Oral and signed questions Written assignment Learner summary of what they read.
<p>Suggested learning resources:</p> <p>Course books, English dictionary, print media, digital devices, class reader.</p>	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the main characters in the class reader.	Identifies and describes the main characters in the class reader.	Identifies the main characters in the class reader.	Identifies a few of the main characters in the class reader.	Identifies few of the main characters in the class reader with prompts.

Explaining how the characters make the story flow.	Explains how the characters make the story flow with clear illustrations.	Explains how the characters make the story flow.	Explains how a few characters make the story flow.	Attempts to explain how few characters make the story flow with prompts.
Making predictions based on the title and sections read.	Makes predictions based on the title and the sections read with explanations.	Makes predictions based on the title and the sections read.	Makes a few predictions based on the title and the sections read.	Makes few predictions based on the title and the section read with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.5 Writing	4.5.1 Paragraphing: Using examples and incidents (2 lessons)	By the end of the sub strand, the learner should be able to; a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) appreciate the importance of well-written paragraphs in writing.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Share ideas on <i>examples</i> and incidents that can be included in a paragraph. ● Develop a paragraph on leadership, in groups, using the ideas generated in their earlier discussion. ● Present their paragraphs in class for peer review. ● Use mind maps to generate examples and incidents for sample paragraphs. ● Compose a paragraph based on suggested examples and incidents. 	<ol style="list-style-type: none"> 1. How can you organise your ideas logically? 2. Why should we write coherently?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Imagination and Creativity is enhanced as the learner develops a paragraph on leadership, in groups, using the ideas generated in their earlier discussion. ● Self- efficacy is enhanced as the learner compose a paragraph based on suggested examples and incidents. 				
Link to Pertinent and Contemporary Issues (PCIs):			Link to Values:	

<p>Good governance is achieved as learners develop a paragraph on leadership, in groups, using the ideas generated in their earlier discussion.</p>	<ul style="list-style-type: none"> ● Respect is nurtured as learners Present their paragraphs in class for peer review. ● Unity is enhanced as learners share ideas on <i>examples</i> and incidents that can be included in a paragraph.
<p>Link to other subjects: Kenya Sign Language as learners learn and sign vocabulary on Leadership. Religious Education as learners learn about good leadership. Social studies and Health Education as the learner cover content on leadership and good governance.</p>	
<p>Non formal activities that support learning: Learners can watch an age-appropriate movie and tell peers on the incidents by observing proper paragraphing.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation ● Oral and signed questions ● Written assignment ● Oral and signed presentation.
<p>Suggested learning resources: Course books, English dictionary, print media, digital devices internet.</p>	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Outlining examples and incidents to include in a paragraph.</p>	<p>Outlines and explains examples and incidents to include in a paragraph.</p>	<p>Outlines examples and incidents to include in a paragraph.</p>	<p>Outlines a few examples and incidents to include in a paragraph.</p>	<p>Outlines few examples and incidents to include in a paragraph</p>
<p>Creating a well-developed paragraph using examples and incidents.</p>	<p>Creates a well-developed paragraph using examples and incidents and critiques.</p>	<p>Creates a well-developed paragraph using examples and incidents.</p>	<p>Creates a well-developed paragraph using a few examples and incidents.</p>	<p>Attempts to creates a well-developed paragraph using few examples and incidents with prompts.</p>

THEME 5.0: FAMILY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>5.1 Listening and Speaking for the learner who is hard of hearing</p>	<p>5.1.1 Pronunciation Sounds and Word Stress (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Identify the consonant and vowel sounds in words, articulate consonants and vowel sounds for oral and signed fluency, distinguish the meaning of words on the basis of stress, advocate the role of correct pronunciation in communication. 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> pronounce the consonant sounds /p/, /b/, /k/ and /g/ from words in a text practise saying the short /i/ and the long /i:/ sounds in pairs or individually, listen to an audio-visual recording with captions featuring selected words with consonants <i>and</i> vowel sounds make a recording featuring learnt sounds practise saying words with the sounds/p/ as in pin; /b/ as in bean, /k/ as in kin; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly 	<ol style="list-style-type: none"> Why it is important to articulate sounds correctly? How can we improve our pronunciation?

			<ul style="list-style-type: none"> ● distinguish the meaning of words based on stress, for example, project (verb) project (noun) ● play language games to distinguish word meaning on basis of stress ● practise pronouncing minimal pairs containing the target sounds. 	
<p>5.1.0 Listening and Speaking/Observing and Articulating signs/fingerspelling.</p>	<p>5.1.2 Pronunciation/ Observing proper place of articulation of signs/ fingerspelling: Sounds/ articulation of signs and fingerspelling letters with correct mouth movement and Word Stress/ words spelt the same but with different manner of articulation of signing.</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>e) identify the finger spelt consonant and vowel sounds/letters with correct mouth movement in words,</p> <p>f) articulate finger spelt consonants and vowel sounds/letters with correct mouth movement for oral and signed fluency,</p> <p>g) distinguish the meaning of words on the basis of stress/ same spelling but with different manner of articulation of signing,</p> <p>h) advocate the role of correct pronunciation and observation of proper place of articulation of signs/ fingerspelling in communication.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Articulate signs and fingerspell the consonant letters p, b, k and g with correct mouth movement from words in a text, ● Practise signing and fingerspelling words with the short /i/ e.g in fit, pin and the long /i:/ e.g in words like light with correct mouth movement. ● Observe a signed audio-visual recording with captions featuring selected words with consonants <i>and vowel</i> finger spelt letters with correct mouth movement. ● Make a signed recording featuring learnt finger spelt letters with correct mouth movement. 	<ol style="list-style-type: none"> 1. Why is it important to articulate sounds correctly? 2. How can we improve our observing proper place of articulation of signs/ fingerspelling?

	(2 lessons)		<ul style="list-style-type: none"> ● Practice articulating signs and fingerspelling words with consonants letters p as in park b as in bad k as in crazy with correct mouth movement. ● Distinguish the meaning of words that are spelt the same but with different manner of articulation of signing for example project(verb) and project, (noun) ● The learner is guided to play language games to distinguish word meanings on the basis of the same spelling but different manner of articulation of signing. ● Practice articulating signs and fingerspelling minimal pairs with the correct mouth movement of targeted letters. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy i as learners manipulate digital devices to observe a signed audio-visual recording with captions featuring selected words with consonants <i>and vowel</i> sounds and fingerspelt letters with correct mouth movement. ● Communication and collaboration as learners play language games to distinguish word meaning on basis of stress/ same spelling but different manner of articulation of signing 				
<p>Link to Pertinent and Contemporary issues(PCI's)</p> <ul style="list-style-type: none"> ● Life skills; Self-esteem is developed as the learner who is Hard of Hearing practises saying words with the sounds/p/ as in pin; /b/ as in bean, /k/ as in kin; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly while the learner who is Deaf 		<p>Link to values</p> <ul style="list-style-type: none"> ● Unity is nurtured as learners play language games to distinguish word meaning on the basis of stress/same spelling but different manner of articulation of signing. 		

<p>practices articulating signs and fingerspelling words with consonants letters p as in park b as in bad k as in crazy with correct mouth movement.</p> <ul style="list-style-type: none"> ● Social cohesion is enhanced as the learner plays language games to distinguish word meaning on the basis of stress/same spelling but different manner of articulation of signing. 	<ul style="list-style-type: none"> ● Responsibility is enhanced as the learner manipulates digital devices to make a signed recording featuring learnt sounds and finger spelt letters with correct mouth movement.
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<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language as it emphasises on correct articulation of signs and fingerspelling. 	
<p>Non formal Activities to support learning:</p> <ul style="list-style-type: none"> ● Learners to compose and present short songs or poems containing target sounds/letters about family as an institution in their clubs. 	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Self-assessments ● Observations ● Signed/ oral questions ● Peer assessments ● Oral and signed recitations
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Realia, charts, print media, course books, English dictionary, charts, print media and digital devices. 	

Assessment Rubric for the Hard of Hearing				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the consonant and vowel sounds in words.	Identifies and classifies the consonant and vowel sounds in words.	Identifies the consonant and vowel sounds in words.	Identifies a few of the consonant and vowel sounds in words.	Identifies few consonant and vowel sounds in words with prompts.
Articulating consonants and vowel sounds for oral fluency.	Articulates consonants and vowel sounds for oral fluency and gives more examples.	Articulates consonants and vowel sounds for oral fluency.	Articulates a few of the consonants and vowel sounds for oral fluency.	Attempts to articulate few consonants and vowel sounds for oral fluency with prompts.

Distinguishing the meaning of words on the basis of stress.	Distinguishes the meaning of words on the basis of stress and gives more examples.	Distinguishes the meaning of words on the basis of stress.	Distinguishes the meaning of a few words on the basis of stress.	Distinguishes the meaning of few words on the basis of stress with prompts.
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Assessment Rubric for the learner who is Deaf				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the finger spelt consonant and vowel letters with correct mouth movement in words.	Identifies and classifies the finger spelt consonant and vowel letters with correct mouth movement in words.	Identifies the finger spelt consonant and vowel letters with correct mouth movement in words.	Identifies a few of the finger spelt consonant and vowel letters with correct mouth movement in words.	Identifies few the finger spelt consonant and vowel letters with correct mouth movement in words with prompts.
Articulating finger spelt consonants and vowel letters with correct mouth movement for signed fluency.	Articulates finger spelt consonants and vowel letters with correct mouth movement for signed fluency and gives more examples.	Articulates finger spelt consonants and vowel letters with correct mouth movement for signed fluency.	Articulates a few of the finger spelt consonants and vowel letters with correct mouth movement for signed fluency.	Attempts to articulate few finger spelt consonants and vowel letters with correct mouth movement for signed fluency. with prompts.
Distinguishing the meaning of words on the basis of same spelling but with different manner of articulation of signing and gives more examples	Distinguishes the meaning of words on the basis of same spelling but with different manner of articulation of signing and gives more examples	Distinguishes the meaning of words on the basis of same spelling but with different manner of articulation of signing	Distinguishes the meaning of a few words on the basis of same spelling but with different manner of articulation of signing.	Distinguishes the meaning of few words on the basis of same spelling but with different manner of articulation of signing with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Study Skills: Synonyms and Antonyms (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify synonyms and antonyms of words from written texts; b) spell synonyms and antonyms correctly for written fluency; c) use synonyms and antonyms in sentences; d) appreciate the importance of correct use of words in communication. 	The learner is guided to <ul style="list-style-type: none"> ● use reference materials such as the encyclopedia and the dictionary to locate synonyms and antonyms, ● Learner who is Hard of Hearing is guided to check the meaning and pronunciation of synonyms and antonyms from the dictionary while the learner who is Deaf is guided to check the meaning and observe proper place of articulation of signs/ fingerspelt synonyms and antonyms from the dictionary. ● Learner is guided to search for synonyms and antonyms from print and digital texts ● Learner is guided to create a crossword puzzle using synonyms and antonyms and share it online ● Learner is guided to use synonyms and antonyms in sentences ● Learner is guided to match words with their antonyms from a list of words, ● Learner is guided to practise pronouncing/ observing proper place of articulation of signs/ 	<ol style="list-style-type: none"> 1. Why do we use antonyms and synonyms? 2. Why is it important to spell words correctly?

			fingerspelt synonyms and antonyms in pairs <ul style="list-style-type: none"> ● Learner is guided to design and display a chart with antonyms and synonyms of words correctly spelled. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy is developed as learner interacts with digital devices and uses them to access the online encyclopedia and dictionary ● Learning to learn is enhanced as learners work independently when looking up the words in the dictionary and encyclopedia. 				
Link to Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Social cohesion is enhanced as learners construct sentences on varied issues such as family set- up using synonyms and antonyms of words. 		Link to Values: <ul style="list-style-type: none"> ● Patriotism is enhanced as learners gain a sense of belonging to the family. 		
Link to other subjects: Kenyan Sign Language as learners are taught antonyms and synonyms.				
Non formal activities to support learning: Learners can compose and perform a skit or drama during the drama club session and use the antonyms and synonyms learnt.		Suggested assessment Methods: <ul style="list-style-type: none"> ● Self/ peer assessments ● Observations ● Signed/ oral questions ● Written assignments / questions 		
Suggested Learning Resources: <ul style="list-style-type: none"> ● Realia, charts, print media, course books, English dictionary, charts, print media and digital devices. 				

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying synonyms and antonyms of words from written texts.	Identifies synonyms and antonyms of words from written texts and gives more examples.	Identifies synonyms and antonyms from written texts.	Identifies some synonyms and antonyms from written texts with little assistance.	identifies synonyms and antonyms of words from written texts with much assistance.

Spelling synonyms and antonyms correctly.	Spells and explains synonyms and antonyms correctly.	Spells synonyms and antonyms correctly.	Spells some of the synonyms and antonyms correctly.	Spells some of the synonyms and antonyms correctly with the assistance of peers.
Using synonyms and antonyms in sentences.	Uses synonyms and antonyms in sentences as well as gives more examples.	Uses synonyms and antonyms in sentences.	Uses some synonyms and antonyms in sentences with little assistance.	Uses some synonyms and antonyms in sentences when given much assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3. Grammar in Use	5.3.1. Word Classes: Comparative and Superlative Adjectives (2 lessons)	By the end of the sub strand the learner should be able to; a) identify comparative and superlative adjectives in texts, b) use comparative and superlative adjectives in communication, c) acknowledge the value of comparative and superlative forms of adjectives in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Identify comparative and superlative adjectives, from texts in pairs/ individually. ● Search online or offline for examples of comparative and superlative adjectives. ● Construct sentences using comparative and superlative adjectives. ● Play language games featuring comparative and superlative adjectives. ● Use a substitution table to complete sentences featuring comparative and superlative adjectives ● Use flashcards to categorise comparative and superlative adjectives 	<ol style="list-style-type: none"> 1. How do we compare different people, places, and things? 2. Why are comparisons important in life?

			<ul style="list-style-type: none"> Compare various items within the environment using comparative and superlative adjectives. in groups. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy is enhanced as learners construct sentences using comparative and superlative adjectives. Learning to learn is developed as the learner searches online or offline for examples of comparative and superlative adjectives. 				
Link to Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> Life skills(effective communication) is enhanced as learners construct sentences using the comparative and superlative adjectives learnt 		Link to Values: Love is nurtured as learners use adjectives in the comparative and superlative form to express family relations.		

Link to other subjects: Kenyan Sign Language as learners learn about comparative and superlative adjectives.	
Non formal Activities to support learning: Learners can play language games featuring comparative and superlative adjectives in their class.	Suggested Assessment Methods: <ul style="list-style-type: none"> Self/ peer assessments Observations Signed/ oral questions Written assignments / questions
Suggested learning Resources: Course books, substitution table, Internet, flash cards.	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying and categorises comparative and superlative forms of adjectives in a text.	Identifies and categorises comparative and superlative adjectives in a text and critiques peers.	Identifies comparative and superlative forms of adjectives in a text.	Identifies comparative and a few superlative adjectives in a text	Identifies comparative and superlative adjectives in a text with much assistance
Using comparative and superlative forms of adjectives in communication.	Uses comparative and superlative forms of adjectives in	Uses comparative and superlative forms adjectives in communication.	Uses some comparative and superlative forms of adjectives in	Uses a few comparative and superlative adjectives in communication with assistance.

	communication and assist peers.		communication with prompts.	
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.4. Reading	5.4.1 Intensive Reading: Oral/signed Narratives (2 Lessons)	By the end of the sub strand, the learner should be able to; a) identify heroic characters in legends, b) explain the moral lessons in legends, c) discuss why legends are important in various communities, d) relate the characters in the legends to real life.	The learner is guided to: <ul style="list-style-type: none"> ● Predict the actions of characters in <i>legends</i>. ● Read a heroic narrative- (legends) aloud and sign to the class in turns. ● Identify the characters in legends. ● Discuss heroic acts in the legend, in groups. ● Relate legends to their actions. ● Identify and discuss the moral lessons learned from legends. ● Reflect on the impact of their actions in the society. ● Discuss in groups, how he or she can collect narratives from the community. ● Use a mind map to show how the moral lessons in the narrative can be of benefit to the community ● Research and identify the community needs to be addressed through the functional reading of legend narratives ● Develop, in groups, legend narratives. 	<ol style="list-style-type: none"> 1. Why are heroes celebrated? 2. Why some people are considered heroic? 3. How heroic acts have been done in your school or community?

Core Competencies to be developed:

<ul style="list-style-type: none"> ● Communication and collaboration is enhanced as learners communicate and use interpersonal skills to build strong and supportive ties to form cultural identity. ● Critical thinking and problem solving is developed as learners learn and prepare instructions to follow before collecting narratives in the community. 	
Link to Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Creative thinking is inculcated as the learners analyse the heroic actions of the characters in the oral narratives. 	Values <ul style="list-style-type: none"> ● Patriotism is enhanced as learners reflect on the impact of their own actions in the society.
Link to other subjects: Religious Education as learners learn about Family as an institution.	
Non formal activities to support learning: <ul style="list-style-type: none"> ● Learners can retell oral and signed narratives learnt during school closing day ceremony. 	Suggested assessments Methods: <ul style="list-style-type: none"> ● Self/ peer assessments ● Observations ● Signed and oral questions ● Written questions
<ul style="list-style-type: none"> ● Suggested Learning Resources: Realia, charts, Course books, English dictionary, charts, print media and digital devices. 	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying heroic characters in the legend narratives.	Identifies and illustrates heroic characters in the legend narratives.	Identifies heroic characters in the legend narratives.	Identifies some heroic characters in the legend narratives with little prompting.	Identifies few heroic characters in the legend narratives with much assistance.
Relating the characters in the legend narratives to real life.	Relates with explanations the characters in the legends narratives to real life	Relates the characters in the legends to real life.	Relates some of the characters in the legends to real life.	relates few of the characters in the legends to real life with prompts
Explaining the moral lessons in legend narratives	Explains the moral lessons in legends and cites examples.	Explains the moral lessons in legends.	Explains a few of the moral lessons in legends.	Explains few of the moral lessons in legends with prompts.

Discussing why legends are important in various communities.	Discusses with examples why legends are important in various communities	Discusses why legends are important in various communities.	Discusses why legends are important in various communities with prompts.	Attempts to discuss why legends are important in various communities.
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.5. Writing	5.5.1 Functional Writing: Friendly Letters	By the end of the sub strand, the learner should be able to: a) identify the parts of a friendly letter, b) compose a friendly letter using the correct format, c) appreciate the role of friendly letters in communication.	The learner is guided to, in groups or pairs: ● Read sample friendly letters. ● Identify and underline parts of a friendly letter in pairs. ● Create a friendly letter individually. ● Exchange the friendly letter with a peer for feedback. ● Incorporate the feedback obtained from a peer. ● Type the friendly letter on a digital device or display the letter on a chart. ● Display friendly letters for other learners to give feedback.	1. Why do we write friendly letters? 2. How do we write friendly letters?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital literacy as learners manipulates digital device to type a friendly letter. ● Learning to learn as the learner practises communicating constructively through friendly letters. 				
Pertinent and Contemporary Issues (PCIs) Creative thinking is enhanced as learners write friendly letters.			Link to values: Respect is developed as learners address their friends and family members respectfully in the letters.	
Link to other subjects: Kenyan Sign Language as it emphasises writing friendly letters as one of the skills to be acquired				

<p>Non formal activities to support learning: Learners could participate in letter writing competition in their clubs.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Self/ peer assessments ● Observations ● Signed/ oral questions ● Written assignments / questions
<p>● Suggested Learning Resources: Realia, charts, course books, English dictionary, charts, print media and digital devices.</p>	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the parts of a friendly letter.	identifies and illustrates the parts of a friendly letter	Identifies the parts of a friendly letter.	Identifies a few parts of a friendly letter.	Identifies few parts of a friendly letter with much guidance.
Composing a friendly letter using the correct format.	Composes a friendly letter using the correct format and critiques peers.	Composes a friendly letter using the correct format.	Composes a few parts of a friendly letter using the correct format.	Attempts to compose parts of a friendly letter using the correct format with prompts.

THEME 6.0: DRUG AND SUBSTANCE ABUSE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening Speaking.For Learners re Hard of Hearing.	6.1.1 Conversation Skills: (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify verbal and non- verbal forms of polite interruptions, b) apply turn-taking skills in different speaking contexts; c) use verbal and non-verbal cues to interrupt a conversation politely,	The learner is guided to,in pairs or groups: ● Watch a live or a recorded dialogue depicting turn taking skills and interrupting politely. ● Practise in pairs interrupting someone politely. ● Practise turn taking in a conversation with peers. ● Watch short video of conversations or television programmes and	1. How can you interrupt a conversation politely? 2. Why should people speak one at a time in a conversation? 3. How can you ensure that you do not dominate a conversation?

		d) acknowledge the importance of politeness in communication	<p>identify instances of turn taking and polite interruptions.</p> <ul style="list-style-type: none"> ● Listen to a radio talk show and pick out polite words and expressions. ● Write examples of polite words and expressions on sticky notes or flash cards and paste them on the wall or class noticeboard; ● Make posters showing polite expressions as well as ways of interrupting someone politely; ● Make posters on turn taking skills and polite interruptions and display them; ● The learner is guided role play a signed dialogue on the effects of drug and substance abuse in pairs ● Recite a conversational (choral) verse, make an audio or video recording and share it on WhatsApp, email or social media 	
Observing and Articulating signs/fingerspelling. For learner who is Deaf	6.1.1 Conversation Skills: (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify non- verbal forms of polite interruptions, b) apply turn-taking skills in different signing contexts; c) use non-verbal cues to interrupt a conversation politely, 	<p>The learner is guided to, in pairs or groups:</p> <ul style="list-style-type: none"> ● Watch a signed live or a recorded video with captions of dialogue depicting turn taking skills and interrupting politely. ● Practise in pairs interrupting someone politely. ● Practise turn taking in a conversation with peers. 	<ol style="list-style-type: none"> 1. How can you interrupt a conversation politely? 2. Why should people sign one at a time in a conversation? 3. How can you ensure that you do not dominate a conversation?

		<p>d) acknowledge the importance of politeness in communication</p>	<ul style="list-style-type: none"> ● Watch a short signed video, a video with captions or a signed television programme of conversations and identify instances of turn taking and polite interruptions. ● Observe a signed interpretation of a radio talk show and pick out polite signs and expressions. ● Write examples of polite words and expressions on sticky notes or flashcards and paste them on the wall or class noticeboard; ● Make posters showing polite expressions as well as ways of interrupting someone politely. ● Make posters on turn taking skills and polite interruptions and display them; ● Role play a signed dialogue on the effects of drug and substance abuse. ● Recite a conversational (choral) verse, make a signed video recording and share it on WhatsApp, email or social media 	
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Core Competencies to be developed:

- **Communication and collaboration** is enhanced as learners Practise in pairs interrupting someone politely.
- **Digital literacy** is enhanced as learners make an audio or video recording and share it on WhatsApp, email or any other social media.
- **Learning to learn** is enhanced as learners make posters on turn taking skills and polite interruptions and display them.

Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Alcohol and substance abuse as learners role play a signed dialogue on the effects of drug and substance abuse in pairs. 		Link to Values: <ul style="list-style-type: none"> ● Peace is nurtured as learners practise turn taking in a conversation with peers. ● Respect is nurtured as learners practise in pairs interrupting someone politely 		
Link to Other Subjects: <ul style="list-style-type: none"> ● Kenyan Sign Language, performing arts and all other subjects addresses the skills of turn taking and interrupting politely. 				
Non formal activities to support learning: <ul style="list-style-type: none"> ● Learners can role play signed dialogues on the effects of drug and substance abuse in their drama clubs 		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Oral/ signed presentations ● Peer assessment ● oral and signed dialogues ● Observation 		
Suggested Learning Resources: Course book, Flash cards, Posters, Internet, Electronic digital devices, storybooks, newspapers, radio and television.				
Assessment Rubric for learner who is Hard of Hearing.				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying verbal and non- verbal forms of polite interruptions	Identifies and illustrates verbal and non- verbal forms of polite interruptions.	Identifies verbal and non-verbal forms of polite interruptions.	Identifies a few verbal and non- verbal forms of polite interruptions with minimal support.	Identifies few verbal and non- verbal forms of polite interruptions with support.
Applying turn-taking skills in different speaking and signing contexts.	Applies turn-taking skills in different speaking contexts and critiques peers.	Applies turn-taking skills in different speaking contexts.	Applies a few turn-taking skills in different speaking contexts.	Applies a few turn-taking skills in different speaking contexts with prompts.
Using verbal and non-verbal cues to interrupt a conversation politely.	Uses verbal and non-verbal cues to interrupt a conversation politely and critiques peers.	Uses verbal and non-verbal cues to interrupt a conversation politely.	Uses selected verbal and non-verbal cues to interrupt a conversation politely.	Uses selected verbal and non-verbal cues to interrupt a conversation politely with prompts.

Assessment Rubric for Learner who is Deaf				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying verbal, signed and non- verbal forms of polite interruptions	Identifies and illustrates non- verbal forms of polite interruptions.	Identify non- verbal forms of polite interruptions.	Identifies a few non- verbal forms of polite interruptions with minimal support.	Identifies few non- verbal forms of polite interruptions with support.
Applying turn-taking skills in different speaking and signing contexts.	Applies turn-taking skills in different signing contexts and critiques peers.	Applies turn-taking skills in different signing contexts.	Applies a few turn-taking skills in different signing contexts.	Applies a few turn-taking skills in signing contexts with prompts.
Using verbal and non-verbal cues to interrupt a conversation politely.	Uses non-verbal cues to interrupt a conversation politely and critiques peers.	Uses non-verbal cues to interrupt a conversation politely.	Uses selected non-verbal cues to interrupt a conversation politely.	Uses selected non-verbal cues to interrupt a conversation politely with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading: Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of expressive reading from a reading or digital text, b) read a text at the right speed, accurately and with expression, c) appreciate the importance of reading fluency in communication	The learner is guided to: <ul style="list-style-type: none"> ● View a variety of video clips featuring <i>well-read scripts</i> related to the theme ● Watch news clips from a favourite television programmer/presenter and comment on the presenter's speed, accuracy and expression, ● Brainstorm on ways of reading effectively ● Reflect on the qualities of a good reader 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How does the appropriate use of verbal and non-verbal cues enhance reading fluency?

			<ul style="list-style-type: none"> ● Read a text such as a poem, a narrative or dialogue with: <ul style="list-style-type: none"> ○ with appropriate expressions ○ with accuracy right speed, ● The learner who is Hard of Hearing to listen to a text read by a peer and provide feedback. ● The learner who is Deaf to observe a text signed by a peer and provides feedback. ● Engage in a reader's theatre in groups and read a poem, narrative or dialogue ● Read a choral verse in pairs or small groups, ● Signs a poem in pairs or small groups ● Time himself or herself while reading an excerpt of a text ● Participate in activities that enhance reading fluently such as reader's theatre, paired reading, echo reading, signed reading repeated reading and choral reading/group signed reading. 	
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Core Competencies to be developed:

- **Learning to learn** is developed as the Hard of Hearing learner builds on own learning experiences by listening and modelling fluent reading, while the deaf learner builds on own learning by observing and modelling fluent reading.
 - **Self-efficacy** is developed as the learners document- success criteria while timing themselves as they read excerpts in pairs.
- Communication and collaboration** – enhanced as the learner speaks clearly and effectively when reciting a choral verse/ signed verse.

<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical thinking is enhanced as the learner views a video and comments on whether a speaker reads accurately, at the right speed and with expressions. 	<p>Link Values</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners read texts on drug and substance abuse prevention. ● Respect is achieved as learners listen to their peers reading.
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Performing arts: fluent reading is essential in drama and poem recitations/ signing. ● All languages emphasize on fluent reading. 	
<p>Non formal activities to support learning:</p> <ul style="list-style-type: none"> ● Reading news during assemblies and other school functions. ● Interclass or club debating contests. 	<p>Suggested modes of assessment:</p> <ul style="list-style-type: none"> ● Peer assessment ● Oral/ signed interviews ● Question and answers ● Self -assessment
<p>Suggested learning resources: Course book, Flash cards, Posters, Internet, Electronic digital devices.</p>	

Assessment Rubrics				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying instances of expressive reading, read text or audio book with ease.	Identifies and illustrates all instances of expressive reading from a read text or visual audio book.	Identifies instances of expressive reading from a read text or audio book.	Identifies some instances of expressive reading from a read text or audio book with guidance.	Identifies some instances of expressive reading from a read text or audio book with much assistance.
Reading a text at the right speed, accurately and with expression.	Reads a text at the right speed, accurately and with expression and assists peers.	Reads a text at the right speed, accurately and with expression.	The hard of hearing learner reads a text at the right speed, with assistance to pronounce some sounds and words.	The hard of hearing learner reads a text at the right speed, with much assistance to pronounce most sounds and words.

			The deaf learner reads a text at the right speed with assistance to articulate some signs.	The deaf learner reads a text at the right speed with much assistance to articulate some signs.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of time, place and manner in texts b) use adverbs of time, place and manner in different contexts c) acknowledge the value of adverbs of manner, time and place in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Read a print or non-print text on drug and substance abuse in pairs ● Identify the adverbs of time, place and manner used in the text. ● Categorise adverbs of time, place and manner from word lists or flash cards. ● Construct sentences using adverbs of time, place and manner. ● Use adverbs of time, place and manner in a role-play, hot seating or simulation and make a video recording in groups. ● Share a story or dialogue featuring adverbs of time, place and manner. 	<ol style="list-style-type: none"> 1. Why it is important to describe where, when and how something happens? 2. How do we do we use adverbs to describe different actions?

Core Competencies to be developed:

- **Critical thinking and problem solving** is enhanced as learners using logical reasoning as learners think of different ways to describe manner, time and place
- **Learning to learn** is enhanced as learners organise own learning as learners identify and use different types of adverbs.

Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Drug and Substance Abuse: learners read different print and non- print texts on drug and substance abuse and learn the negative effects of the same. 	Link to Values: <ul style="list-style-type: none"> ● Responsibility is enhanced as learners record videos and describe the events with peers, they act responsibly.
Link to other subjects: <ul style="list-style-type: none"> ● Kenyan Sign Language as learners learn adverbs as a word class. ● Physical Education and Sports, Agriculture and Health Science since learners describe processes using adverbs of manner. 	
Non formal activities to support learning: <ul style="list-style-type: none"> ● Essay writing competitions on different topics. ● Hot seating sessions to enhance their language competence. 	Suggested modes of assessment: <ul style="list-style-type: none"> ● Gap- filling ● Discrimination ● Role play ● Dialogue- competition
Suggested Learning Resources: Course book, Flash cards, Posters, Internet, Electronic digital devices, charts.	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying adverbs of time, place and manner in texts.	Identifies and classifies adverbs of time, place and manner in text.	Identifies adverbs of time, place and manner in texts.	Identifies a few adverbs of time, place and manner in texts.	Identifies few e adverbs of time, place and manner in texts with prompts.
Using adverbs of time, place and manner in different contexts.	uses adverbs of time, place and manner in sentences correctly	Uses adverbs of time, place and manner in sentences correctly.	Uses some adverbs of time, place and manner in sentences correctly with minimal help.	Uses some adverbs of time, place and manner in sentences with much assistance from peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Reading	6.4.1 Intensive Reading: Oral/Signed literature Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify repeated words and phrases in lullabies; b) use appropriate techniques when performing lullabies; c) pick out key messages communicated in lullabies; d) appreciate the importance of lullabies in real life.	<ul style="list-style-type: none"> ● The hard of hearing learner is guided to listen to audio recordings of lullabies ● The deaf learner is guided to view signed videos of lullabies and identify instances of repetition, ● Perform a lullaby and make a recording, ● Pick out key messages communicated in lullabies, ● Share ideas on the key messages that are addressed in lullabies, ● Discuss in groups the functions of lullabies, ● Collaborate to compose songs, sing and record lullabies from their immediate environment, ● Create lullabies in groups and perform them in class, ● Identify characters in different lullabies. 	<ol style="list-style-type: none"> 1. How can we differentiate between a lullaby and other songs? 2. How are songs similar to poems? 3. What similarities exist in lullabies across communities?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination is developed as learners discuss different functions of lullabies; they develop their sense of imagination. ● Critical Thinking is enhanced as learner researches information about lullabies. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Peace Education is enhanced as learners collaborate in singing and recording lullabies from their immediate environment 			Link to values: Social justice is achieved as learners collaborate- in singing and recording lullabies from their immediate environment.	

Link to other subjects: <ul style="list-style-type: none"> ● Performing Arts: singing lullabies involves performance. 	Suggested Community Service Learning
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Learner to participate in music performances during music festivals. ● Collecting lullabies from their community for a school magazine. 	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Oral/ signed interviews ● Question and answers ● Self -assessment
Suggested Learning Resources: Course book, Flash cards, Posters, Internet, Electronic digital devices, songs.	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying repeated words and phrases in lullabies.	Identifies and classifies the repeated words and phrases in lullabies	Identifies the repeated words and phrases in lullabies.	Identifies a few of the repeated words and phrases in lullabies	Identifies few of the repeated words and phrases in lullabies with prompts.
Using appropriate techniques when performing lullabies.	Uses appropriate techniques when performing lullabies and critiques peers.	Uses appropriate techniques when performing lullabies.	Uses a few appropriate techniques when performing lullabies.	Uses few appropriate techniques when performing lullabies with prompts

Picking out key messages communicated in lullabies.	Picks out all the key messages communicated in lullabies and assists peers.	Picks out all of the key messages communicated in lullabies.	Picks out some of the key messages communicated in lullabies with minimal assistance.	Picks out some of the key messages communicated in lullabies with much assistance.
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++Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.5 Writing	6.5.1 Mechanics of Writing: Commonly Misspelt Words (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> recognise commonly misspelt words in texts, use commonly misspelt words correctly in written texts, value the relationship between accurate spelling and effective written communication. 	The learner is guided to: <ul style="list-style-type: none"> Mention and sign or fingerspell words that are difficult to spell correctly. Search for commonly misspelt words from textbooks and online sources, in pairs. Discuss in groups ways of correcting commonly misspelt words, Correct texts with wrong spellings of <i>irregular plural nouns</i> for example knife –knives; ox-oxen; fox-foxes; child-children; thief- thieves; lady – ladies; monkey –monkeys, and –ing verbs formed from verbs with final –e for example love – loving, dine – dining, Explain to peers the effects of correct spelling on written communication Engage in spelling games such as crossword puzzles, Write a story or dialogue on contemporary issues, for example, keeping my neighbourhood safe, 	<ol style="list-style-type: none"> Why are some words difficult to spell? How can we improve our spelling?

			using the commonly misspelt words and share it with peers for feedback.	
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration is enhanced as learners explain to peers the effects of correct spelling on written communication. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Peace Education is enhanced as learners engage in discussions and games. 		Link to Values <ul style="list-style-type: none"> ● Unity is enhanced as learners explain to peers the effects of correct spelling on written communication 		
Link to other subjects: <ul style="list-style-type: none"> ● Performing arts as correct spelling is required in scripting texts for performance ● Visual arts as graphics need to be written in correct spelling. 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Interclass or school spelling contests. ● Word writing drills. 		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Dictation ● Question and answers ● Self -assessment 		
Suggested Learning Resources: Course book, Flash cards, Posters, Internet, digital devices.				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Recognising commonly misspelt words in texts.	Recognises all commonly misspelt words in texts and critiques.	Recognises most commonly misspelt words in texts.	Recognises some commonly misspelt words in texts with minimal support.	Recognises commonly misspelt words in texts with much assistance.
Using commonly misspelt words correctly in written texts	Carefully and clearly uses commonly misspelt irregular words in a	Uses commonly misspelt words in written texts	Uses some commonly misspelt words in	Using commonly misspelt words in written texts with much assistance.

	written text and assists peers.		written texts with minimal assistance.	
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THEME 7.0: NATURAL RESOURCES – FORESTS				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.2 Listening Comprehension: Listening for Details (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify clues that signal details from listening and observing a text; b) take detailed notes from listening and observing a text,	The learner is guided to, in pairs or groups: <ul style="list-style-type: none"> ● Search online or from print media for signposts that introduce <i>details</i> in an oral text. ● Listen and identify words that introduce different types of details that indicate: 	1. How can you tell the key information from a listening text? 2. How can you tell that people are listening attentively?

		<p>c) acknowledge the importance of listening for details.</p>	<ul style="list-style-type: none"> - addition <i>such as first, also, moreover;</i> - emphasis <i>such as important note, especially, particularly;</i> - comparison <i>such as. like, similarly, just as</i> - contrast <i>such as but, however, on the other hand;</i> - illustration <i>such as for example, for instance, such as,</i> <p>cause-and-effect <i>such as because, therefore, so that.</i></p> <ul style="list-style-type: none"> ● Discuss kinds of details one should look out for from a text. The details could include: <i>numbers, figures, points, facts, examples, people, places, behaviour and opinions.</i> ● Listen and note the clues signalling details from a peer. ● listen to a live or recorded oral presentation on 	
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			<p>pertinent and contemporary issues such as natural resources, for example, forests, and take specific details.</p> <ul style="list-style-type: none"> ● Role play, in turns, and do oral presentations in pairs as the partner takes notes. ● Compare the notes in groups, then revise and display them for review. 	
7.1 Observing and Articulating signs/fingerspelling.	7.1.2 Observing signed Comprehension: Listening/ Observing for Details (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify clues that signal details from observing a signed text;</p> <p>b) take detailed notes from observing a signed text,</p> <p>c) acknowledge the importance of observing for details.</p>	<p>The learner is guided to, in pairs or groups:</p> <ul style="list-style-type: none"> ● Search online or from print media for signposts that introduce <i>details</i> in a text. ● Observe and identify words that introduce different types of details that indicate: <ul style="list-style-type: none"> - addition <i>such as first, also, moreover;</i> - emphasis <i>such as important note, especially, particularly;</i> - comparison <i>such as. like, similarly, just as</i> 	<p>1. How can you tell the key information from an observed text?</p> <p>2. How can you say that people are observing intensely?</p>

			<ul style="list-style-type: none"> - contrast <i>such as but, however, on the other hand;</i> - illustration <i>such as for example, for instance, such as,</i> <p>cause-and-effect <i>such as because, therefore, so that.</i></p> <ul style="list-style-type: none"> ● Discuss kinds of details one should look out for from a text. The details could include: <i>numbers, figures, points, facts, examples, people, places, behaviour and opinions.</i> ● Observe and note the clues signaling details from a peer. ● Observe a live or recorded signed presentation on pertinent and contemporary issues such as natural resources, for example, forests, and take specific details. ● Role play, in turns and do signed presentations in pairs as the partner takes notes. 	
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			<ul style="list-style-type: none"> ● Compare the notes in groups, then revise and display them for review. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is developed as learners role play, in turns, and do oral and signed presentations in pairs as the partner takes notes. ● Communication and collaboration is enhanced as learners compare the notes in groups, then revise and display them for review. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental and social issues are enhanced as learners listen to and observe a live or recorded oral and signed presentation on pertinent and contemporary issues such as natural resources, for example, forests, and take specific details. 		<p>Link to Values:</p> <ul style="list-style-type: none"> ● Unity is nurtured as learners compare the notes in groups, then revise and display them for review. ● Respect is nurtured as learners Role play, in turns, and do oral and signed presentations in pairs as the partner takes notes. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social studies as learners listen to and observe a live or recorded oral and signed presentation on pertinent and contemporary issues such as natural resources, for example, forests, and take specific details. 				
<p>Non-formal Activities to support Learning: Learners to compose and perform poems or songs on Natural forests in their school clubs.</p>		<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral/signed discussions ● Peer assessment ● Oral/signed presentation 		
<p>Suggested Learning Resources: Course books, Posters, pictures and photographs, magazines, audiovisual resources, dictionaries and documentaries</p>				

Assessment Rubric for the learner who is Hard of Hearing				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying clues that signal details from listening text.	Identifies and illustrates clues that signal details from a listening text.	Identifies clues that signal details from a listening text.	Identifies a few clues that signal details from a listening text.	Identifies few clues that signal details from a listening text with prompts.

Taking detailed notes from a listening text.	Takes detailed notes from a listening text and keeps records.	Takes detailed notes from a listening text.	Takes a few notes from a listening text.	Attempts taking few notes from a listening text with prompts.
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Assessment Rubric for the learner who is Deaf				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying clues that signal details from observing a signed text.	Identifies and illustrates clues that signal details from observing a signed text.	Identifies clues that signal details from observing a signed text.	Identifies a few clues that signal details from observing a signed text.	Identifies few clues that signal details from observing a signed text with prompts.
Taking detailed notes from observing a signed text.	Takes detailed notes from observing a signed text and keeps records.	Takes detailed notes from observing a signed text.	Takes a few detailed notes from observing a signed text.	Attempts taking few detailed notes from observing a signed text with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Intensive Reading: Visuals (2 lessons)	By the end of the sub strand, the learner should be able to a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, appreciate the importance of visual, interpretation skills in different texts	The Learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● List common <i>visuals</i> like road signs, photographs, and billboards. ● Search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood. 	<ol style="list-style-type: none"> 1. How does observation of real items help us understand what we are being taught? 2. Why should we have pictures and photographs that accompany written texts?

			<ul style="list-style-type: none"> ● Discuss class/school/ community/ national needs or issues that can be addressed by visuals, ● Answer comprehension questions on the visuals, ● Apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualising in interpreting visuals, ● Create stories or songs from visuals, ● Discuss visuals of national importance like the national flag, the Kenyan currency. ● Discuss the importance of developing visual interpretation skills for a full understanding of messages. ● Use digital devices to create simple visuals through photographing, drawing and making realia on natural resources. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy is enhanced as learners search for different types of information conveyed through visuals. ● Citizenship is enhanced as learners discuss national symbols such as the national flag and currency enhances patriotism. 				
<p>Pertinent and Contemporary Issues (PCIs)</p>			<p>Values:</p>	

<ul style="list-style-type: none"> ● Environmental conservation is enhanced as learners create visuals on natural resources. 	<ul style="list-style-type: none"> ● Patriotism is enhanced as learners discuss visuals like the national flag and visuals on the Kenyan currency. ● Integrity is enhanced as learners discuss the evils of corruption.
Link to other subjects: <ul style="list-style-type: none"> ● Visual arts as learners learn how to create and interpret visuals. ● Computer sciences – In computer science, learners use computers to create and display visuals. ● Humanities, Mathematics, and sciences use visuals like maps, graphs, and charts. 	
Non-formal Activities to support Learning: Learners could hold a debate on visuals of national importance like the national flag, the Kenyan currency.	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Question and answer ● Peer assessment ● Oral and signed discussion
Suggested Learning Resources: Course books, Newspapers, story books, magazines	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying types of information conveyed by visuals for comprehension.	Identifies and classifies types of information conveyed by visuals for comprehension.	Identifies types of information conveyed by visuals for comprehension.	Identifies a few types of information conveyed by visuals for comprehension.	Identifies some types of information conveyed by visuals for comprehension with support.
Interpreting visuals for information.	Interprets visuals with relevant examples for information.	Interprets visuals for information.	Interprets some visuals for information.	Interprets some visuals for information with support.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Word Classes: Personal and possessive pronouns. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> distinguish between personal and possessive pronouns in sentences, use personal and possessive pronouns in sentences appropriately, appreciate the value of proper use of pronouns. 	The learner is guided to: <ul style="list-style-type: none"> Pick out personal and possessive pronouns from print and nonprint texts on natural resources in pairs. Use personal pronouns to refer to people in a class. Construct sentences using personal pronouns, in groups, Write a paragraph using possessive pronouns, Construct sentences using personal pronouns from substitution and completion tables, Draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review. 	<ol style="list-style-type: none"> How can you avoid unnecessary repetition in sentences? Why should we avoid unnecessary repetition?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration is enhanced as learners practise correct use of pronouns. 				
Pertinent and Contemporary Issues (PCIs) Social cohesion is enhanced as learners use personal pronouns to refer to people in the class.			Values: Respect is enhanced as learners use pronouns to construct sentences to refer to others in the class.	
Link to other subjects: <ul style="list-style-type: none"> Computer science: Digital skills are enhanced as learners refer to print and non-print materials to search for personal pronouns. Kenyan Sign Language cover pronouns in grammar. 				
Non-formal Activities to support Learning: Learners could engage in essay writing competitions on different topics.			Suggested Modes of Assessment: <ul style="list-style-type: none"> Gap filling 	

	<ul style="list-style-type: none"> • Short answer • Matching tasks
Suggested learning resources: Course books, manilla papers, Dictionaries,	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Distinguishing between personal and possessive pronouns in texts.	Distinguishes with illustration between personal and possessive pronouns in text.	Distinguishes between personal and possessive pronouns.	Lists a few personal and possessive pronouns in texts.	Lists few personal and possessive pronouns in texts with prompts
Using personal and possessive pronouns in sentences.	Uses personal and possessive pronouns in sentences.	Uses personal and possessive pronouns in sentences.	Lists personal and possessive pronouns in sentences.	Attempts to use personal and possessive pronouns in sentences with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Reading	7.4.1 Intensive Reading: Characters in class readers. (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify minor characters in a class reader; b) Discuss the relationships between different minor characters in the class reader; c) appreciate the place of minor characters in the class reader.	The learner is guided to: <ul style="list-style-type: none"> • Read and identify <i>minor characters</i> in a class reader, • Search online and offline for words and phrases used to describe <i>relationships between characters</i>, 	1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?

			<ul style="list-style-type: none"> ● Discuss how the characters relate with each other, in groups, ● Hot seat different minor characters to bring out their relationships, in groups, ● Link characters reactions to the relationships they are in. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and Collaboration is enhanced as learners' hot seat different minor characters to bring out their relationships, in groups 				
Pertinent and Contemporary Issues (PCIs) Citizenship is enhanced as learners discuss the character traits and relationships of some of the characters in the text read.			Link to Values: Social justice is enhanced as learners discuss in groups the relationships between characters.	
Link to other subjects: Performing Arts as learners hot seats for the actors to internalise their roles.				
Non-formal Activities to support learning: Learners can collect different class readers for reading during library lessons			Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Oral/signed discussion ● Observation 	
Suggested learning Resources: Course books, class readers, English dictionaries				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying and discussing the role of the minor characters in a class reader.	Identifies and discuss the role of the minor characters in a class reader.	Identifies and discusses the role of the minor characters in a class reader.	Identifies and discusses some of the roles of the minor characters in a class reader.	Identifies and discusses the role of the minor characters in the text with assistance.

Ability to discuss the relationships between different minor characters in the class reader.	Discusses the relationships between the different minor characters in the class reader with ease.	Discusses the relationships between different minor characters in the class reader.	Discusses the relationships between some different minor characters in the class reader.	Discusses the relationships between different minor characters in the class reader with assistance.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.5 Writing	7.5.1 Composition Writing: Writing Process (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the steps in the writing process, b) Write a narrative composition following the writing process, c) acknowledge the role of writing fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Watch a captioned video of learners going through the writing process. ● Sign read samples of well-written texts and highlight features that make them outstanding. ● Discuss the writing process giving details of what each entail on a mind map. ● Suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process. ● Practise, in groups, the writing process, for example by: <ul style="list-style-type: none"> - prewriting: - drafting: - editing: - revising - publishing, ● Write a narrative composition following the writing process and share using a digital device for peer review. ● review the effectiveness of the writing process in writing compositions. 	1. How can we plan composition before writing?

Core Competencies to be developed:	
<ul style="list-style-type: none"> ● Digital Literacy is developed as learners share the compositions using a digital device for peer review ● Creativity and imagination is developed as learners mind -map on the idea to be written in the narrative composition using the writing process 	
Pertinent and Contemporary Issues (PCIs) Environmental Conservation is addressed by the narrative compositions on natural resources.	Values: Responsibility is enhanced as learners practise writing on natural resources, they learn how to conserve the environment.
Link to other subjects: Agriculture involves reading and writing about management of natural resources like soil and forests.	
Non-formal Activities to support learning:	Suggested Modes of Assessment:
Suggested learning Resources:	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Outlining the steps in the writing process.	outlines the steps in the writing process.	Outlines the steps in the writing process.	Outlines some steps in the writing process.	Outlines few steps in the writing process.
Writing a narrative composition following the writing process.	Writes a narrative composition following the writing process in a focused and clear manner	Composes a narrative composition following the writing process.	Composes a written narrative composition following the writing process.	Composes a written narrative composition following the writing process with assistance.

THEME 8.0: TRAVEL				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Listening Comprehension: Explanatory Narratives	By the end of the sub strand, the learner should be able to:	The learner is guided to, in groups or pairs:	1. Why do people tell narratives?

<p>For Learner who is Hard of Hearing</p>	<p>(1 lesson)</p>	<p>a) identify the characters and moral lessons in explanatory narratives; b) sequence the events in explanatory narratives; c) explain the moral lessons in an explanatory narrative; d) acknowledge the importance of listening comprehension in communication.</p>	<ul style="list-style-type: none"> ● <i>listen to a video</i> recording of explanatory <i>narrative</i> from a digital device and retell the story. ● Search online or from oral literature books for information on explanatory narratives. ● Dramatise dialogues in the explanatory narratives. ● Role play the story telling session. ● Identify the moral lessons from the story telling session and relate them to real life situations. ● Discuss behaviour of the characters in the explanatory narratives. ● Compose an explanatory narrative- and share it through WhatsApp and 	<p>2. Why are oral/signed narratives important?</p>
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			other social media platforms.	
8.1 Observing and Articulating fingerspelling	8.1.1 Observing signed comprehension Explanatory Narratives	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify the characters and moral lessons in explanatory narratives; b) sequence the events in explanatory narratives; c) explain the moral lessons in an explanatory narrative; d) acknowledge the importance of observing signed comprehension in communication 	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● <i>observe</i> a signed recording or a video with captions of explanatory <i>narrative</i> from a digital device and retell the story. ● Search online or from Oral literature books for information on explanatory narratives. ● Dramatise dialogues in the explanatory narratives. ● Role play the story telling session. ● Identify the moral lessons from the story telling session and relate them to real life situations. ● Discuss behaviour of the characters in the explanatory narratives. 	<ol style="list-style-type: none"> 3. Why do people tell narratives? 4. Why are oral/signed narratives important?

			<ul style="list-style-type: none"> ● Compose an explanatory narrative- and share it through WhatsApp and other social media platforms. 	
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Core Competencies to be developed:

- **Digital Literacy** is developed as learners manipulate digital devices to create an explanatory narrative- and share it through WhatsApp and other social media platforms.
- **Communication and collaboration** is developed as learners dramatise dialogues in the explanatory narratives

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Positive discipline as the learner identifies moral lessons from the story telling session and relate them to real life situations. ● Religious Education as learners relate the moral lessons learnt to real life situations.

<p>Link to Values:</p> <ul style="list-style-type: none"> ● Unity is nurtured as learners dramatise dialogues in the explanatory narratives.

Link to other subjects:

- **Performing arts** as learners employs role-playing narratives in performances

<p>Non-formal Activities to support learning:</p> <ul style="list-style-type: none"> ● Learner can dramatise dialogues in the explanatory narratives during Interclass or club debating contest.
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<p>Suggested Modes of assessment:</p> <ul style="list-style-type: none"> ● peer assessment ● oral/signed discussions ● oral/ signed presentations ● Observation
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Suggested learning Resources:

Course book, digital devices, newspapers, sample narratives, audio -visual resources.

Assessment Rubric for learner who is Hard of Hearing and learner who is Deaf

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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Identifying the characters and moral lessons in explanatory narratives.	Identifies the characters and gives examples moral lessons in explanatory narratives	Identifies the characters and moral lessons in explanatory narratives.	Identifies a few of the characters and moral lessons in explanatory narratives.	Identifies few characters in explanatory narratives with prompts.
Sequencing the events in explanatory narratives.	Sequences and demonstrates the events in explanatory narratives	Sequences the events in explanatory narratives.	Lists a few of the events in explanatory narratives.	Attempts to list few of the events in explanatory narratives with prompts.
Explaining the moral lessons in an explanatory narrative.	Explains the moral lessons in an explanatory narrative with adequate examples.	Explains the moral lessons in an explanatory narrative.	Explains a few moral lessons in explanatory narrative.	Attempts to explain few moral lessons in an explanatory narrative with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) make connections between events in a poem and real life, d) summarise events in a poem e) answer direct and inferential questions from poems, f) acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: ● Search online and offline and discuss, in groups, the meaning of <i>reading for interpretation and evaluation</i> . ● Visualise events, people, and places in poems. ● Predict events in poems. ● Utilize digital devices to check the meanings of words. ● Infer meanings of vocabulary based on contextual clues. ● Answer direct and inferential questions in pairs. ● Summarise main issues from poems. ● Create word puzzles with learned vocabulary and share them online.	1. How can you identify the subject in a poem? 2. How are poems similar to songs?

			<ul style="list-style-type: none"> ● Relate the issues in a set poem to real life. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy is enhanced as learner creates a word puzzle and shares it online using digital devices. ● Critical thinking and problem solving are developed as learners interpret and evaluate issues highlighted in poems and relate them to real life. 				
Pertinent and Contemporary Issues (PCIs) Peace is enhanced as learners work in groups to evaluate issues highlighted in poems.		Link to Values: Respect is enhanced as learners respect each other’s opinions as they work together.		
Link to other subjects: Social Studies and Business Studies require reading for interpretation and evaluation				
Non-formal Activities to support learning: Learners can recite poems in their drama clubs		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Question and answer ● Oral/signed discussions ● Self-assessment 		
Suggested learning resources: Word puzzles, course books, poetry books, digital dictionaries, audio-visual resource.				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Distinguishing main ideas from supporting details in poems	Confidently distinguishes main ideas from supporting details in poems and gives examples.	Distinguishes main ideas from supporting details in poems	Lists some main ideas from supporting details in poems with minimal guidance.	Lists some main ideas from supporting details in poems with prompts
Using contextual clues to infer the meaning of words and phrases in a text	Elaborately uses contextual clues to infer the meaning of words and phrases in a text and assists peers	Uses contextual clues to infer the meaning of words and phrases in a text	Uses contextual clues to infer the meaning of some words and phrases in a text with prompts.	Uses contextual clues to infer the meaning of few words and phrases in a text with much assistance from the teacher and peers.

Making connections between events in a poem and real life.	Makes connections between events in a poem and real life insightfully with illustrations	Makes connections between events in a poem and real life	Attempts to make some connections between events in a poem and real life	Attempts to make some connections between events in a poem and real life but with some difficulty.
Summarizing events in a poem.	Summarises events in a poem elaborately with demonstrations	Summarises events in a poem	Attempts to summarize some events in a poem	Attempts to summarize few events in a poem
Answering direct and inferential questions from poems.	Answers direct and inferential questions from poems and gives details	Answers most direct and inferential questions from poems	Attempts to answer some direct and inferential questions from poems	Attempts to answer direct and inferential questions from poems with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar in Use	8.3.1 Word Classes: Simple Prepositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different types of prepositions, b) use prepositions in sentences, c) attest to the importance of well-formed sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Identify and underline <i>simple prepositions</i> (agent, <i>instrument</i>, and <i>direction</i>) in texts; ● Search online and from print for examples of simple prepositions, ● Read texts and identify simple prepositions, ● Complete sentences using a substitution table, ● Match simple prepositions with the word they collocate with, ● Watch video clips and identify simple prepositions, ● Construct sentences using prepositions, in groups, ● Create a crossword puzzle featuring simple prepositions and 	<ol style="list-style-type: none"> 1. How are prepositions important in sentences? 2. How do we show the relationship between words? 3. How can you ensure all your sentences are correctly written?

			<p>the words or phrases they collocate with,</p> <ul style="list-style-type: none"> ● Share the puzzles online, on posters, charts, or through WhatsApp. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy developed as learners manipulate digital devices and use them to create word puzzles and share them with others ● Communication and Collaboration is enhanced as learners speak clearly and effectively during dramatization of narratives and discussion of moral lessons. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is enhanced as learners work in groups and cohesively as they give each other feedback.</p>			<p>Link to Values: Unity is enhanced as learners work together to construct sentences using prepositions</p>	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language has prepositions as an area of study. 				
<p>Non-formal Activities to support learning: Learner could recite poems with simple prepositions during school assembly</p>			<p>Suggested Modes of Assessments</p> <ul style="list-style-type: none"> ● Multiple choice ● Gap filling ● Word games ● Puzzles 	
<p>Suggested learning resources: Course books, word puzzles, posters, charts,</p>				

Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations

Identifying different types of prepositions.	Identifies different types of prepositions and gives examples.	Identifies different types of prepositions.	Identifies a few types of prepositions.	Struggles to identify types of prepositions.
Using prepositions in sentences.	Uses the prepositions in sentences correctly.	Uses prepositions in sentences correctly.	Uses some prepositions in sentences correctly.	Uses prepositions in sentences with the help of peers.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Reading	8.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand the learner should be able to; a) identify the human characters in a set of poems, b) use adjectives to describe the traits of human characters in a set of poems; c) appreciate the importance of human characters in poetry.	The learner is guided to: <ul style="list-style-type: none"> ● Read a given poem and identify the human characters. ● Search online and offline for adjectives that can be used to describe characters ● Discuss what each character does or says in each poem ● Role play a given poem to bring out the characters' actions ● Take video clips of the role play and share them as they discuss their performances ● Paste sticky notes containing character traits identified ● Relate the human characters in the poem with real life lessons. 	<ol style="list-style-type: none"> 1. How do we identify characters in a given poem? 2. Why are human characters important in poetry? 3. How can you identify the lessons learned from poems?

Core Competencies to be developed:

<ul style="list-style-type: none"> ● Communication and collaboration are enhanced as learners contribute to group decision-making by participating actively in the discussion on what each character does or says in each poem. ● Learning to learn is developed as learners build on their own learning experiences while relating the human characters in the poem with real life situations. 	
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Social cohesion is enhanced as learners relate human characters to real life. 	Link to Values: <ul style="list-style-type: none"> ● Peace is enhanced as learner bond as they work in groups. ● Love is enhanced as learners relate human characters to real life, they grow to love each other.
Link to other subjects: <ul style="list-style-type: none"> ● Kenyan Sign Language has poetry as a genre of literature. Performing arts as role-playing involves performance. 	
Non-formal Activities to support learning: Learners could take part in reporting news through signing during assemblies.	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Self-assessment ● Observation
Suggested learning resources: Course books, poetry books, Newspapers, Internet	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the human characters in a set of poems.	Identifies and explain the human characters involved in a set of poems.	Identifies the human characters involved in a set of poems.	Identifies a few of the human characters involved in a set of poems.	Identifies few of the human characters involved in a set of poems with prompts.

Using appropriate adjectives to describe the traits of human characters in a set of poems.	Uses appropriate adjectives to describe the traits of human characters in a set of poems.	Uses appropriate adjectives to describe the traits of human characters in a set of poems.	Uses some appropriate adjectives to describe the traits of human characters in a set of poems with prompting.	Uses appropriate adjectives to describe the traits of human characters in a set of poems with assistance.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.5 Writing	8.5.1 Composition Writing: Self-Assessment (2 lessons)	By the end of the sub strand the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) write narrative compositions and assess the introduction, body, and conclusion, c) appreciate the importance of assessment in improving narrative composition writing.	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline for information on the aspects of self-assessment when writing a narrative composition, ● practise assessing own narrative composition, ● watch a video or listen to a recording on how to peer assess a composition, ● plan, organise, and write a composition, on travel, and share it with peers for review, ● identify and correct spelling, punctuation, and grammatical errors using a given checklist. 	<ol style="list-style-type: none"> 1. Why is it important to assess writing? 2. How can one improve their composition writing skills?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration and communication is enhanced as learners participate actively in the writing activity when working in pairs, sharing and assessing each other’s narrative composition. ● Learning to learn is achieved as learners organise their learning while writing and assessing his or her narrative composition before sharing with peers for assessment. 				
<p>Pertinent and Contemporary Issues (PCIs): Peer education is enhanced as learners assess each other’s compositions.</p>			<p>Link to Values:</p>	

	Integrity is achieved as learners learn to be honest and truthful while assessing their own and others compositions.
Link to other subjects Kenyan Sign Language as learners learn the concept of narrative composition writing	
Non-formal Activities to support learning: Learners to practise writing essays in their journalism club.	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Self-assessment ● Standardized writing assessment
Suggested learning resources: Course books, work books, Video clips	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying introduction, body, and conclusion of a narrative composition.	Identifies the introduction, body, and conclusion of a narrative impressively and with examples.	Identifies the introduction, body, and conclusion of a narrative.	Identifies the introduction, body, and conclusion of a narrative occasionally.	Identifies the introduction, body, and conclusion of a narrative with help from others.
Assesses narrative compositions using a given checklist.	Exceptionally and with detailed comments assesses the narrative compositions using the checklist given.	Assesses narrative compositions using the checklist given.	Assesses narrative compositions using the checklist with assistance.	Struggles to assess narrative compositions with the checklist given.

THEME 9.0: HEROES AND HEROINES - KENYA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>9.1 Listening and Speaking</p>	<p>9.1.1 Pronunciation: Consonant and Vowel Sounds (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) articulate correctly the consonant sounds /t/, /d/, /l/, /r/ /and vowel sounds /o/ and /u: in words,</p> <p>b) pronounce words correctly using stress,</p> <p>c) distinguish the meaning of words based on stress,</p> <p>d) acknowledge the importance of correct pronunciation in oral communication.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● listen to audio clips and watch video clips with the sounds /t/, /d/, /l/, /r/, /, /o/ a in words. ● Articulate the following consonants and vowel sounds in groups: <ul style="list-style-type: none"> -/t/ as in toll -/d/as in doll -/l/ as in liver -/r/ as in river -/o/ as in pull, bull; - /u:/ as in pool, book, ● watch an oral presentation and pick out words with the target sounds. ● Practise pronouncing words with the target consonant and vowel sounds ● Recite poems or songs on national heroes with the target sounds. ● say tongue twisters with the target consonant and vowel sounds. 	<ol style="list-style-type: none"> 1. Why should you pronounce words correctly? 2. Why do people find it difficult to pronounce some words?

			<ul style="list-style-type: none"> ● Listen to audio recordings featuring a variety of words and classify them in their word classes according to the stressed syllables. ● Engage in pronunciation drills on stress for distinguishing word class. ● Underline stressed syllables in words. ● Discuss the importance of correct pronunciation and use of stress in conveying meaning ● Reflect on the target consonant and vowel sounds and identify those they struggle with for further practise. 	
9.1.0 Observing and Articulating signs/fingerspelling	9.1.2/ Observing proper place of signing and fingerspelling: Consonant and Vowel letters (2 Lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> e) articulate correctly the consonant letters t,d,l,r and vowel letters o and u in words. f) articulate signs/fingerspell words correctly using words spelt the same but with different manner of articulation of signing, g) distinguish the meaning of words based on same spelling but different manner of articulation of signing, 	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Watch video clips with the <i>letters t,d,l,r, u,o</i> in words. ● Sign and fingerspell the consonant and vowel letters in groups; <ul style="list-style-type: none"> - <i>t as in toll</i> - <i>d as in doll</i> - <i>l as in liver</i> - <i>r as in river</i> - u as in pull, bull; -o as in pool, book with correct mouth movement.	1.Why should you observe proper place of signing and fingerspelling of words correctly? 2.Why do people find it difficult to articulate signs/fingerspell some words?

		<p>h) acknowledge the importance of correctly observing proper place of articulation of signs/ fingerspelling in signed communication.</p>	<ul style="list-style-type: none"> ● Watch a signed presentation and pick out words with the correct articulation of signs and fingerspelling as well as mouth movement of targeted letters. ● Practise observing proper place of articulation of signed words, fingerspelt consonants and vowel letters. ● Sort words based on observing proper place of articulation of signs and fingerspelling the target consonant and vowel letters, <ul style="list-style-type: none"> ● Recite poems or sign sing songs on national heroes with the target consonants and vowel letters. ● Sign and fingerspell tongue twisters with the target consonant and vowel letters. ● Observe a signed audio visual recording featuring a variety of words and classify them in their word classes according to the words spelt the same but with different manner of articulation of signing. ● Observe proper place of articulation of 	
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			<p>signs/fingerspelling drills on words spelt the same but with different manner of articulation of signing .</p> <ul style="list-style-type: none"> ● Classify words that are spelt the same but with different manner of articulation of signing. ● Discuss the importance of correct observation of proper place of articulation of signs/ fingerspelling and the use of words spelt the same but with different manner of articulation of signing in conveying meaning . ● Reflect on the correct articulation of signs and fingerspelling of the target consonant and vowel letters with correct mouth movement and identify those they struggle with for further practise. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy is enhanced as learners manipulate digital devices to watch an oral and signed presentation and pick out words with the target sounds/correct articulation of signs and fingerspelling as well as mouth movement of targeted letters. ● Learning to learn is emphasised as the learner who is Hard of Hearing engages in pronunciation drills on stress for distinguishing word class while Learner who is Deaf observes proper place of articulation of signs/fingerspelling drills on words spelt the same but with different manner of articulation of signing. 				

Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Self-esteem is enhanced as learners sign sing songs and recite poems on national heroes/ heroines. 	Link to Values: <ul style="list-style-type: none"> ● Patriotism is enhanced as learners recite poems on nationalism. ● Unity is enhanced as learners sign sing songs on nationalism.
Link to other subjects: <ul style="list-style-type: none"> ● All subjects focus on pronunciation/observing proper place of articulation of signs/ fingerspelling as a basic skill. ● Performing Arts emphasises on clear enunciation in performances. 	
Non-formal Activities to support learning: <ul style="list-style-type: none"> ● Learners can come up with speeches about heroes and heroines and deliver them during prize giving days 	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Oral and signed discussions ● Oral and signed presentations ● Public speaking ● Peer assessment
Suggested learning resources: <ul style="list-style-type: none"> ● Story books, Pictures and photographs, Newspapers, Magazines, Junior Encyclopedia, Journals. 	

Assessment Rubric for the learner who is Hard of Hearing.				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulating correctly the consonant sounds/t/, /d/, /l/, /r/and vowel sounds /ʊ/ and /u:/in words.	Articulates correctly the consonant sounds/t/, /d/, /l/, /r/and vowel sounds /ʊ/ and /u:/in words.	Articulates correctly the consonant sounds/t/, /d/, /l/, /r/ /and vowel sounds /ʊ/ and /u:/ in words.	Articulates few of the consonant sounds/t/, /d/, /l/, /r//and vowel sounds /ʊ/ and /u:/in words.	Attempts to articulate few of the consonant sounds/t/, /d/, /l/, /r//and vowel sounds /ʊ/ and /u:/in words.
Pronouncing words correctly using stress	Pronounces words correctly using stress and critiques peers.	Pronounces words correctly using stress.	Pronounces a few words correctly using stress.	Attempts to pronounce few words correctly using stress.
Distinguishing the meaning of words based on stress	Distinguishes the meaning of words based on stress and gives more examples.	Distinguishes the meaning of words based on stress.	Distinguishes the meaning of a few words based on stress.	Attempts to distinguish the meaning of few words based on stress.

Assessment Rubric for the learner who is Deaf.				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Articulating correctly the consonant letters t, d, l, r /and vowel /letters o and u /in words.	Articulates correctly the consonant letters t, d, l, r /and vowel letters o and u /in words with illustrations.	Articulates correctly the consonant letters t, d, l, r /and vowel letters o and u in words.	Articulates a few of the consonant letters t, d, l, r /and vowel letters o and u in words.	Attempts to articulate few of the consonant letters t, d, l, r /and vowel letters o and u /in words.
Articulating signs/finger spells words correctly using words spelt the same but with different manner of articulation of signing.	Articulates signs/finger spells words correctly using words spelt the same but with different manner of articulation of signing and critiques peers.	Articulates signs/finger spells words correctly using words spelt the same but with different manner of articulation of signing.	Articulates signs/finger spells a few words correctly using words spelt the same but with different manner of articulation of signing	Attempts to articulate signs/finger spells few words correctly using words spelt the same but with different manner of articulation of signing
Distinguishing the meaning of words based on the same spelling but different manner of articulation of signing.	Distinguishes the meaning of words based on the same spelling but different manner of articulation of signing and gives more examples.	Distinguishes the meaning of words based on the same spelling but different manner of articulation of signing.	Distinguishes the meaning of a few words based on the same spelling but different manner of articulation of signing.	Attempts to distinguish the meaning of few words based on the same spelling but different manner of articulation of signing.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Extensive Reading: Grade appropriate fiction materials 2 lessons	By the end of the sub strand, the learner should be able to; a) select a variety of fictional texts for extensive reading,	The Learner is guided to: <ul style="list-style-type: none"> ● Identify fictional material to read by looking at the cover page, blurb, and title. ● Read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text. ● List down new words and phrases encountered. 	<ol style="list-style-type: none"> 1. Why is it important to read fictional materials? 2. How can a reading culture be developed? 3. Why is it important to consider selecting fictional texts for reading?

		b) read fictional texts for information and enjoyment, c) appreciate the importance of fiction in life.	<ul style="list-style-type: none"> ● Retell the story in their own words. ● Dramatize a section of the text and record themselves. ● Relate the ideas expressed in fiction to real life. ● Read fiction materials for enjoyment. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn is enhanced as learners dramatize a section of the text and record themselves. ● Self-efficacy is enhanced as learners retell the story in their own words. 				
Link to Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Mentorship and peer education is developed as learners read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text. 			Link to Values: Patriotism is achieved as learners read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text.	
Link to other subjects: <ul style="list-style-type: none"> ● Linked to all subjects, as learners are encouraged to read extensively. 				
Non-Formal Activities to support learning: <ul style="list-style-type: none"> ● Learners can read news during assemblies and other school functions ● Learners can collect different forms of oral literature from their community for a school magazine 			Suggested Assessment Methods: <ul style="list-style-type: none"> ● Reading aloud/signing to the class ● Questions and answers ● Learner portfolios ● Peer assessment ● keeping records of books read 	
Suggested Learning Resources: story books, course books, English dictionary, print media, realia, charts, word games, substitution tables and puzzles				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Selecting a variety of fictional texts for extensive reading.	Selects a variety of fictional texts for extensive reading and makes a detailed analysis	Selects a variety of fictional texts for extensive reading.	Selects some fictional texts for extensive reading with assistance.	Selects a few fictional texts for extensive reading even with prompting.
Reading fictional texts for information and enjoyment.	Reads and explains fictional texts for information and enjoyment.	Reads fictional texts for information and enjoyment.	Reads a few fictional texts for information and enjoyment.	Reads few fictional texts for information and enjoyment with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.3 Grammar In Use	9.3.1 Word Classes: Conjunctions <i>and, but, or</i> (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the conjunctions <i>and, but</i> and <i>or</i> in sentences, b) use <i>and, but</i> and <i>or</i> in sentences, c) appreciate the importance of proper use of conjunctions in written and spoken contexts.	The learner is guided to: <ul style="list-style-type: none"> ● Search, individually or in pairs online and offline for the use of the <i>conjunctions and, but</i> and <i>or</i> in texts. ● Identify the conjunctions <i>and, but</i> and <i>or</i> from different texts. ● Construct sentences using the conjunctions <i>and, but</i> and <i>or</i>, in groups. ● Fill in substitution and completion tables using the conjunctions <i>and, but</i> and <i>or</i>. ● Create and share a story or dialogue on heroes in Kenya, using the conjunctions <i>and, but</i> and <i>or</i>. ● Discuss the importance of proper use of conjunctions in sentences. 	<ol style="list-style-type: none"> 1. How do the words <i>and, but</i> and <i>or</i> help in conversation? 2. Why is it important to communicate clearly? 3. How can you tell that joining words have been used well?

Core Competencies to be developed:	
<ul style="list-style-type: none"> ● Self-efficacy is developed as learners construct sentences using the conjunctions <i>and</i>, <i>but</i> and <i>or</i>, ● Imagination and creativity is achieved as learners create and share stories or songs in heroes and heroines in Kenya. 	
Pertinent and Contemporary Issues (PCIs)	Link to Values:
<ul style="list-style-type: none"> ● Patriotism is enhanced as learners create and share stories on local heroes 	<ul style="list-style-type: none"> ● Patriotism is developed as learners learn about national heroes in the stories. ● Peace is enhanced as learners acquire skills of working in harmony as they work in pairs and groups.
Link to other subjects:	
Kenyan Sign Language addresses the correct usage of conjunctions.	
Non formal activities to support learning:	Suggested assessment methods:
learners can participate in essay writing competition and observe proper use of conjunctions.	<ul style="list-style-type: none"> ● word games ● substitution tables ● puzzles ● gap filling
Suggested Learning Resources:	
course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the conjunctions <i>and</i>, <i>but</i> and <i>or</i> in sentences.	Identifies and uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	Identifies the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	identifies a few of the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentence with prompts.	identifies few conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences with prompts
using the conjunctions <i>and</i>, <i>but</i> and <i>or</i> in sentences.	Uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences with illustrations.	Uses the conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences.	Uses few conjunctions <i>and</i> , <i>but</i> and <i>or</i> in sentences	Uses few conjunctions in sentences with prompts

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Reading	9.4.1 Intensive reading: Class Reader (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the sequence of events in a class reader, b) make short notes on the sequence of events in a class reader, c) appreciate reading works of art for information and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● Read sections of a class reader and explain the sequence of events. ● Dramatise parts of the class reader for clarity. ● Outline the actions of each character studied in the section. ● Discuss, in pairs, how the characters make the story flow. ● Use a sequence chart to show the order of events in the class reader, ● Make short notes on the sequence of events in the story. ● Relate the events in the story to real life. ● Discuss possible solutions to the problems portrayed in the class reader. 	1. How is the climax of a story marked? 2. How does a writer make a piece of writing interesting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration is developed as learners present organised work as the l and make notes on the sequence of events in the class reader. ● Self-efficacy is enhanced as learners participate actively in dramatizing parts of the class reader for conceptualization. ● Critical thinking and problem solving is developed as learners create different options by discussing possible solutions to the problems portrayed in the class reader. 				

<p>Pertinent and Contemporary Issues (PCIs) Self-management skills are enhanced as learners relate issues to real life and alludes to relationships in society.</p>	<p>Values: Respect is enhanced as learners cooperate to dramatize parts of the class reader.</p>
<p>Link to other subjects: Performing arts as dramatization is a component of this learning area</p>	
<p>Non formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners can read news during school assemblies. ● learners can Participate in Journalism Club Activities to improve reading 	<p>Suggested assessment methods:</p> <ul style="list-style-type: none"> ● Reading aloud/signing to the class ● Dictation ● Questions and answers ● Learner portfolios ● Self-assessment
<p>Suggested Learning Resources: course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>	

Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Explaining the sequence of events in a section of a class reader.</p>	<p>Explains and illustrates the sequence of events in a section of a class reader.</p>	<p>Explains the sequence of events in a section of a class reader.</p>	<p>Explains the sequence of a few events in a section of a class reader.</p>	<p>Explains the sequence of few events in a section of a class reader with prompts.</p>
<p>Making short notes on the sequence of events in a class reader.</p>	<p>Makes short notes on the sequence of events in a section of the class reader as well as assist pers.</p>	<p>Makes short notes on the sequence of events in a section of the class reader.</p>	<p>Makes a few short notes on the sequence of events in a section of the class reader.</p>	<p>Makes few short notes on the sequence of events in a section of the class reader with prompts.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.5 Writing	9.5.1 Creative writing: Narrative compositions (1 lesson)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> identify features of narrative composition in creative writing, create well-written narrative compositions on a variety of topics, Appreciate the importance of writing in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> ● Search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include <ul style="list-style-type: none"> - <i>a narrow and clearly defined focus (title)</i> - <i>a strong introduction</i> - <i>character descriptions</i> - <i>dialogue</i> - <i>setting description</i> - <i>interesting details</i> - <i>a logical sequence</i> - <i>purposeful and precise word choice</i> - <i>varied sentence structure and</i> - <i>a strong conclusion,</i> ● Read well-written samples of narrative compositions noting the most outstanding parts. ● Plan a narrative composition, in groups, and tell it as a chain story. ● Write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision. ● Create displays of narrative writing skills learned and publish them in the classroom. 	<ol style="list-style-type: none"> How can you make your composition writing better? Which things make a composition memorable What are the characteristics of a good narrative composition?
Core competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination is enhanced as learners plan a narrative composition in groups. 				

<ul style="list-style-type: none"> ● Learning to learn is enhanced as learners search for features of a well-written narrative from print and non-print sources. 	
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Citizenship (social cohesion) is enhanced as learners compose narratives on historical and current heroes and heroines which portrays love for the nation. 	Link to Values: <ul style="list-style-type: none"> ● Social justice is promoted as learners research and write stories of heroes and heroines as it exposes them to issues like colonization thus enabling them to learn from the experiences of the heroes and heroines.
Link to other subjects: <ul style="list-style-type: none"> ● Kenyan Sign Language require narrative writing as a basic skill. ● Performing Arts: Composing plays, poems, and narratives for performance require creative writing skills. 	
Non formal activities to support learning: <ul style="list-style-type: none"> ● learners can participate in writing clubs or journalism clubs to nurture writing talents ● Learners can write a report based on activities such as school games and sports. 	Suggested Assessment methods: <ul style="list-style-type: none"> ● Standardized writing assessment ● Peer assessment ● Self-assessment
Suggested learning resources: story books, course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying features of narrative composition in creative writing.	Identifies and explains features of narrative composition in creative writing.	Identifies features of narrative composition in creative writing.	Identifies a few features of narrative composition in creative writing with prompts.	Identifies few features of narrative composition in creative writing with prompts.
creating well written narrative compositions on a variety of topics.	Creates well-written narrative compositions on a variety of topics as well as critiques others.	Creates well-written narrative compositions on a variety of topics.	Creates a few well-written narrative compositions on a variety of topics.	Creates few written narrative compositions on a variety of topics with prompts.

THEME 10.0: MUSIC

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>10.1 Listening and Speaking.</p>	<p>10.1.1 Oral Presentations: Delivering Speeches (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) appreciate the importance of good oral presentation skills when delivering a speech. 	<p>The learner is guided to in groups or pairs:</p> <ul style="list-style-type: none"> ● Think, pair, and share on occasions where speeches are presented. ● Search online or from print for features of oral presentation and make short notes. ● Listen to recorded grade-appropriate speeches and share their opinions on them. ● Brainstorm on the importance of body language in delivering a speech. ● Rehearse a speech and present it to each other. ● Write short speeches on the importance of music and present it to peers, ● Record speeches being presented and discuss the presentations. 	<ul style="list-style-type: none"> 1. Why are speeches important in our society? 2. Why is it important to read a pre-written speech? 3. How can one deliver a speech effectively?
<p>10.1. 0 Observing and Articulating signs/fingerspelling</p>	<p>10.1.2 Signed Presentations: Delivering Speeches</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> d) identify occasions where speeches are presented, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Think, pair, and share on occasions where speeches are presented. 	<ul style="list-style-type: none"> 4. Why are speeches important in our society?

		<p>e) apply the features of signed presentations for effective communication,</p> <p>f) appreciate the importance of good signed presentation skills when delivering a speech.</p>	<ul style="list-style-type: none"> ● Search online or from print for features of signed presentation and make short notes. ● Observe a recorded grade-appropriate speech and share their opinions on them. ● Brainstorm on the importance of body language in delivering a speech. ● Rehearse a speech and present it to each other, in groups. ● Write short speeches on the importance of music and present it to peers, ● Record the signed speeches being presented and discuss the presentations. 	<p>5. Why is it important to read a pre-written speech?</p> <p>6. How can one deliver a speech effectively?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy as learners use digital devices to record signed speeches being presented. ● Self-efficacy as learners rehearses a speech and present it to each other, in groups. 				
<p>Pertinent and Contemporary Issues (PCIs) Social Awareness Skill; Friendship formation is achieved as the learner rehearse a speech and present it to each other, in groups.</p>			<p>Link to Values:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as learners rehearse a speech and present it to each other ● Unity is achieved as learners rehearse a speech and present it to each other, in groups. 	
<p>Link to other subjects: Performing Arts focuses on oral and signed presentations including delivering a speech that involves both verbal and non-verbal aspects.</p>				
<p>Non-formal Activities to support learning: Learners can practise presenting speeches in their journalism club activities.</p>			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral and signed discussions 	

	<ul style="list-style-type: none"> ● Peer assessment ● Oral and signed presentations
Suggested learning resources: Course books, digital devices, internet, print media and signed video clips	

Assessment Rubric for both learner who is Hard of Hearing and learner who is Deaf.				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying occasions where speeches are presented.	Identifies and explains occasions where speeches are presented.	Identifies occasions where speeches are presented.	Identifies a few occasions where speeches are presented.	Attempts to identify few occasions where speeches are presented.
Applying the features of oral and signed presentations in speeches for effective communication.	Applies the features of oral and signed presentations in speeches for effective communication.	Applies the features of oral and signed presentations in speeches for effective communication.	Applies a few of the features of oral and signed presentations in speeches for effective communication.	Applies few features of oral and signed presentations in speeches for effective communication with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the main and supporting points in texts, b) make notes from varieties of written texts, c) relate note making to effective reading.	The learner is guided to: <ul style="list-style-type: none"> ● Conduct an online and offline search on the format of note- making- (<i>heading, subheading, main points, supporting point, keywords</i>) ● Discuss, in groups, the importance of note making in reading. ● Read texts on varied issues including music and select the key points. 	<ol style="list-style-type: none"> 1. How can effective reading be done? 2. How can key points be identified in a text?

			<ul style="list-style-type: none"> ● Pick the keywords from reading texts. ● Fill in the key points in a note making a template. ● Draw a mind map to show the relationship between topic, main idea, and supporting ideas, in groups. ● Read print or non-print texts and make notes from them. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners draw a mind map to show the relationship between topic, main idea, and supporting ideas, in groups ● Communication and collaboration as learners discuss in groups, the importance of note making in reading. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Career guidance is achieved as learners read and make notes on types of music exposes the learner to the music career. 			Link to Values: Unity is achieved as learners, in groups, draw a mind map.	
Link to other subjects: All subjects require the skill of note making for effective study.				
Non-formal Activities to support learning: Learners can read news during assemblies and other school functions.			Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Oral/signed discussions ● Peer assessment ● Self-assessment ● Standardized reading assessments ● Learners summaries what they read. 	
Suggested Learning resources: Course books, digital devices, story books, newspapers, magazines				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the main and supporting points in a given text.	Identifies the main and supporting points in a given text.	Identifies the main and supporting points in a given text.	Identifies a few of the main and supporting points in a given text.	Identifies few of the main and supporting points in a given text with prompts.
Making notes from varieties of written texts.	Makes notes from varieties of written texts and keeps a record.	Makes notes from varieties of written texts.	Makes a few notes from varieties of written texts.	Attempts to make few notes from varieties of written texts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Grammar in Use	10.3.1 Word Classes: Determiners (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify articles and possessives in texts, b) use articles and possessives in sentences, c) acknowledge the importance of articles and possessives for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● Identify articles and possessives from a text. ● Underline <i>articles a, an, the and possessives my, our, your, his, her, their</i> used in print and non-print texts. ● Read out examples of possessives from flashcards, in pairs. ● Correct errors in sentences that contain articles. ● Engage in language games using articles, in groups. ● Practise matching articles with nouns, in pairs. ● Construct sentences using possessives. ● Compose a song on children's rights using relevant articles and 	1. How do we indicate that something belongs to somebody?

			possessives and video record the performances.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy as learners Compose a song on children’s rights using relevant articles and possessives and video record the performances. ● Communication and collaboration as learners engage in language games using articles, in groups. 				
Pertinent and Contemporary Issues (PCIs) Child rights and responsibilities is achieved as learners compose a song on children’s rights using relevant articles and possessives.			Link to Values: Respect is achieved as correct use of articles and possessives makes learners use correct titles while addressing people	
Link to other subjects: Kenyan Sign Language has determiners as an area of study.				
Non-formal Activities to support learning: <ul style="list-style-type: none"> ● Learners can participate in symposiums to sharpen their language capacity. ● Learners can sign sing songs that enhance language capacity. 			Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Short answers ● Matching tasks ● Word games ● Gap filling 	
Suggested learning resources: Course books, digital, flashcards, video clips, songs, games				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying articles and possessives in texts.	Identifies and classifies articles and possessives in texts.	Identifies articles and possessives in texts.	Identifies a few articles and possessives in texts.	Attempts to identify few articles and possessives in texts.
Using articles and possessives in varied sentences.	Uses and illustrates articles and possessives in varied sentences	Uses articles and possessives in varied sentences.	Uses articles and possessives in a few sentences.	Uses articles and possessives in few sentences with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Reading	10.4.1 Intensive Reading: Characters and their traits (2 lessons)	By the end of the sub strand, the learner should be able to; (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) relate monster narratives to real life situations, (d) appreciate the importance of monster narratives in life.	The learner is guided to: <ul style="list-style-type: none"> ● Describe <i>a monster/ ogre</i>. ● Search online and offline for features of monster narratives. ● Narrate monster narratives from their immediate environment to their peers. ● In groups, discuss what monsters/ogres represent. ● Discuss how monster narratives relate to real life. ● Explain health education lessons they learn from monster narratives, ● Dramatize a monster narrative and record the performance. ● Discuss the traits of the characters. involved in a monster narrative, in pairs, 	<ol style="list-style-type: none"> 1. Why are oral and signed narratives important in modern society? 2. How should we collect narratives among people of varied socio-cultural backgrounds?

			<ul style="list-style-type: none"> ● Brainstorm on the reading strategies suitable for sharing experiences with community members. ● Interact actively with resource persons to pick out the relevant reading strategies. ● Seek support from resources persons on how to relate monster narratives to real life. ● Collect, analyse and compile them into an anthology of narratives from the community, in groups. ● Conduct a reader's theatre, in groups. ● Describe the procedure used in collecting the narratives. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners describe the procedure used in collecting the narratives. ● Communication and collaboration as learners discuss the traits of the characters. involved in a monster narrative, in pairs. 				
Pertinent and Contemporary Issues (PCIs): HIV and AIDS relevance of monster narratives in real life touches on some issues of health.		Link to Values: Responsibility is enhanced as since monsters represent evil in society, learners learn to act responsibly.		
Link to other subjects: Indigenous languages: monster narratives are part of oral literature which is a key component of indigenous languages.				
Non-formal Activities to support learning: Learners can collect different forms of oral literature from the community for a school magazine.		Suggested Modes of Assessment <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed assessment ● Oral and signed 		
Suggested learning resources: Digital devices, course book, newspapers, story books and class reader				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identify characters in monster narratives.	Identifies characters in monster narratives.	Identifies characters in monster narratives.	Identifies a few characters in monster narratives.	Attempts to identify few characters in monster narratives.
Relate monster narratives to real life situations.	Relates monster narratives to real life situations.	Relates monster narratives to real life situations.	Relates monster narratives to real life situations laboriously.	Relates monster narratives to real life situations with support from others.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing: Packing and Shopping lists (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) prepare a shopping list for use in a given context, d) Recognise the importance of preparing a shopping and packing list in their everyday lives.	The learner is guided to: <ul style="list-style-type: none"> ● Search online or from print for samples of <i>packing</i> and <i>shopping lists</i>. ● Discuss, in groups, the parts of a shopping list. ● Create and fill a packing list template. ● Discuss, in groups, different ways of grouping items in packing and shopping list. ● Give in pairs, the prices of different items in the shopping list to match a given budget. 	<ol style="list-style-type: none"> 1. What should one consider when grouping items in a packing list? 2. Why should a shopping list be prepared? 3. What is the importance of a packing list?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving is enhanced as learners categories the various items included in a shopping and packing list in order of importance. ● Learning to learn is enhanced as learners prepare a shopping list and a packing list which builds learners' capacity. 	
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Financial Literacy is enhanced as learners prepare a realistic budget for the shopping list and categories items. 	<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is nurtured as learners come up with shopping lists that adhere to given budgets. ● Social responsibility is nurtured as learners in pairs, give the prices of different items in the shopping list to match a given budget
<p>Link to other subjects: Business Studies - preparing a shopping list involves budgeting which is a component of Business Studies</p>	
<p>Non-formal Activities to support learning: Learner to prepare sample packing and shopping list to include in the school magazines.</p>	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral and signed discussions ● Oral and signed presentations ● Peer assessment ● Observation
<p>Suggested learning resources: Course books, digital devices, sample shopping list</p>	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying ways of grouping items in packing and shopping lists.	Identifies ways of grouping items in packing and shopping lists with illustrations.	Identifies ways of grouping items in packing and shopping lists.	Identifies a few ways of grouping items in packing and shopping lists	Makes an attempt to identify the ways of grouping items in packing and shopping lists
Writing a packing list for a specified event.	Writes a detailed packing list for a specified event	Writes a packing list for a specified event	Writes a packing list for a specified event with prompts.	Attempts to write a packing list for a specified event with prompts.
Preparing a shopping list for use in a given context.	Prepares a detailed shopping list for use in a given context	Prepares a shopping list for use in a given context	Prepares a shopping list for use in a given context with prompts.	Attempts to prepare a shopping list for use in a given context with a with prompts

THEME 11.0: PROFESSIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Interviews (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral and interview, c) respond confidently to questions during an interview, d) seek clarification during an oral presentation, e) appreciate the importance of interviews in getting school placement and scholarships. 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Listen and observe then review a signed audio- visual clip-on school placement and scholarship interviews. ● Discuss reasons for sitting for a placement and scholarship interview. ● Search online and watch audio-visual clips on school placement and scholarship interview ● Role play the school placement and scholarship interview, record and share them via mobile phones and other social media channels ● Conduct mock interviews or small groups. ● Record the interviews on digital devices. ● Share the videos with friends and peers on social media platforms, blogs among others. 	<ol style="list-style-type: none"> 1) Why are interviews important? 2. Why should one articulate point clearly and confidently during an interview? 3) How can one seek clarification during an interview? 4. How can you prepare for an interview?

<p>11.1.0 Observing and articulating sign fingerspelling</p>	<p>11.1.2 Interviews (1 lesson)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify reasons for sitting an interview, articulate points clearly and confidently during a signed interview, respond confidently to questions during an interview, seek clarification during a signed presentation, appreciate the importance of interviews in getting school placement and scholarships. 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> Listen and observe then review a signed video clip on school placement and scholarship interviews. Discuss reasons for sitting for a placement and scholarship interview. Search online and watch signed video clips on school placement and scholarship interview Role play i the school placement and scholarship interview, record and share them via mobile phones and other social media channels Conduct mock interviews or small groups. Record the interviews on digital devices. Share the videos with friends and peers on social media platforms, blogs among others. 	<ol style="list-style-type: none"> Why are interviews important? Why should one articulate point clearly and confidently during an interview? How can one seek clarification during an interview? How can you prepare for an interview?
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Core Competencies to be Developed:

- **Communication and collaboration** is enhanced as learners discuss in groups reasons for sitting for a placement and scholarship interview.
- **Digital Literacy** is enhanced as learners search online and watch video clips on school placement and scholarship interviews.
- **Self-efficacy** is enhanced as learners role play in small groups the school placement and scholarship interview as they record and share them via mobile phones and other social media channels.

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● social awareness skills (friendship formation) is enhanced as learners role play in small groups the school placement and scholarship interview then records and share them via mobile phones and other social media channels 	<p>Link to Values:</p> <ul style="list-style-type: none"> ● unity is enhanced as learners record the interviews on digital devices. ● Respect is achieved as learners in groups, role play and discuss
<p>Link to other Subjects: Listening and observing to respond is an integral component in the study of all other subjects.</p>	
<p>Non formal Activities to support Learning: Learners can organise and participate in interview and drama skits to enhance their interview skills.</p>	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed discussions ● Role playing ● Oral and signed presentation
<p>Suggested Learning Resources: Storybooks, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Identifying reasons for sitting for school placement and scholarship interviews.</p>	<p>Identifies and explains reasons for sitting for school placement and scholarship interviews.</p>	<p>Identifies reasons for sitting for school placement and scholarship interviews.</p>	<p>Identifies a few reasons for sitting for school placement and scholarship interviews.</p>	<p>Attempts to identify few reasons for sitting for school placement and scholarship interviews with prompts</p>

Articulating points clearly and confidently during an oral/ signed interview.	Articulates points clearly and confidently while applying presentation techniques during an oral/ signed interview.	Articulates points clearly and confidently during an oral/signed interview,	Articulates a few points clearly during oral/ signed interview,	Attempts to articulates few points clearly during oral/signed interview with prompts
Responding to questions during an interview.	Responds to questions while applying presentation techniques during an interview.	Responds to questions during an interview.	Responds to a few questions during an interview.	Attempts to respond to few questions during an interview with prompts.
Seeking clarification during an oral/signed presentation.	Seeks clarification with details during oral/signed presentation.	Seeks clarification on issues during an oral/signed presentation.	Attempts to seek clarification on a few issues during an oral /signed presentation.	Attempts to seek clarification on few issues during an oral/signed presentation but with a lot of prompting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.1 Extensive Reading: Non-Fiction materials (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) read a variety of grade appropriate non-fiction materials independently for lifelong learning,	The learner is guided to: <ul style="list-style-type: none"> ● Search for digital and print non-fiction materials, ● Read a variety of non-fiction materials, ● Infer the meaning of the new words and phrases used in non-fiction materials, ● Skim through the non-fiction material for the main idea, 	1. How do stories contribute to behavior change? 2. Why should we read non-fiction materials?

		<p>c) recommend to peers suitable non-fiction materials to read for information,</p> <p>d) acknowledge the importance of reading for enjoyment and general understanding.</p>	<ul style="list-style-type: none"> ● Scan the non-fiction material to obtain specific information, ● Prepare a reading log of the reading activities of the non-fiction texts. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Imagination and creativity is enhanced as learners read a variety of non-fiction materials. ● Learning to learn as learners infer the meaning of the new words and phrases used in non-fiction materials. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Analytical thinking skills (creative thinking) as learners prepare a reading log of the reading activities of the non-fiction texts. 		<p>Values</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners skim through the non-fiction material for the main idea, 		
<p>Link to other Subjects: Extensive reading is a skill required by learners as they research across the subjects</p>				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners can Read news during assemblies and other school functions. 		<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed discussions ● Oral and Signed presentations 		
<p>Suggested Learning Resources: Storybooks, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying print or electronic non-fiction materials that are interesting to read.	Identifies and classifies print or electronic non-fiction materials that are interesting to read.	Identifies print or electronic non-fiction materials that are interesting to read.	Identify a few print or electronic non-fiction materials that are interesting to read..	Attempts to identify print or electronic non-fiction materials that are interesting to read with prompts.
Reading a variety of grade appropriate non-fiction materials independently for lifelong learning.	Reads and note make a variety of grade appropriate non-fiction materials independently for lifelong learning	Reads a variety of grade appropriate non-fiction materials independently for lifelong learning	Reads a few of grade appropriate non-fiction materials independently for lifelong learning	Reads few grade appropriate non-fiction materials independently for lifelong learning with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar in Use	11.3.1 Word Classes 11.3.2 Adjective Formed from Nouns 11.3.3. Adjectives Formed from Verbs (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize adjectives from a text, b) construct simple sentences using the adjectives formed, c) appreciate the value of proper use of adjectives.	The learner is guided to: <ul style="list-style-type: none"> ● Search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs. ● Listen and observe to a poem or passage that is spoken and signed from the teacher and pick out adjectives formed from nouns and verbs. ● Read a given passage and in pairs identify adjectives formed from nouns and verbs. 	1. How are adjectives formed? 2. Why should we use adjectives correctly

			<ul style="list-style-type: none"> ● Form adjectives using nouns and verbs ● Construct simple sentences using the adjectives formed in pairs. ● In groups engage in language games such as scramble, puzzle code words and guessing games. 	
Core Competencies to be Developed: <ul style="list-style-type: none"> ● Communication and collaboration as learners in groups engage in language games such as scramble, puzzle code words and guessing games. ● Digital literacy as learners searches and watch online tutorials on adjectives to develop their interest in the theme. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Social awareness skills (Friendship formation) is enhanced as learners in groups engage in language games such as scramble, puzzle code words and guessing games. ● Analytical thinking skills (creative thinking) is enhanced as learners construct simple sentences using the adjectives formed in pairs. 			Values: <ul style="list-style-type: none"> ● Love is instilled as learners collaborate and work in pairs and groups. 	
Link to other Subjects: Kenyan Sign Language as learners learn and sign Adjectives.				

Non formal Activities to support Learning: <ul style="list-style-type: none"> ●Learners can practise Playing language games like scrabble, puzzles and crosswords in their clubs for enjoyment. 	Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed discussions ● Role playing ● Oral and signed presentations
Suggested Learning Resources: Storybooks, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Recognizing adjectives from a text.	Recognises the adjectives from a text and uses them in sentences.	Recognizes adjectives from a text.	Recognize a few adjectives from a text	Attempts recognize few adjectives from a text with prompts.
Constructing simple sentences using the adjectives formed.	Constructs simple sentences using adjectives formed and gives more examples.	Constructs simple sentences using the adjectives formed.	construct a few simple sentences using the adjectives formed	Attempts to construct a few simple sentences using the adjectives formed with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Reading	<p>11.4.1 Intensive reading:</p> <p>11.4. 2 Dilemma Narratives</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) describe the characters in a given dilemma narrative,</p> <p>b) recognise a closing formula as a feature of dilemma narratives,</p> <p>c) relate the lessons learnt in the dilemma narrative to real life experiences,</p> <p>d) appreciate the lessons learnt from the dilemma narrative for literary appreciation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Read the dilemma narrative in a given text and describe the characters, ● Identify a closing formula as a feature of dilemma narratives. ● In groups discuss what makes dilemma narratives interesting. ● Dramatize parts of the dilemma narrative in small groups. ● Draw a chart showing the sequence of events in the dilemma narrative, 	<p>1) Why are dilemma narratives important in society?</p> <p>3) How can narratives contribute to decision making?</p>

			<ul style="list-style-type: none"> ● Search online and watch an adaptation of a dilemma narrative. ● Relate the lessons learnt from the dilemma narrative to real life experiences in groups. 	
Core Competencies to be Developed: <ul style="list-style-type: none"> ● Digital literacy is enhanced as learners search online and watch an adaptation of a dilemma narrative ● Communication and collaboration is enhanced as learners dramatize parts of the dilemma narrative in small groups 				
Pertinent and Contemporary Issues (PCIs): Analytical thinking skills (Creative thinking) is enhanced as learners draw a chart showing the sequence of events in the dilemma narrative			Link to Values: Integrity is nurtured as learners relate the lessons learnt from the dilemma narrative to real life experiences	
Link to other Subjects: Performing Arts emphasizes creativity through narratives.				
Non formal Activities to support Learning: learners can collect various samples of dilemma narratives from the community, read and keep a collection for making the school journal.			Suggested Modes of Assessment <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed discussions ● Oral and signed presentations 	
Suggested Learning Resources: Story books, Course books, English dictionary, print media, realia, charts and digital devices.				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the characters in a given Dilemma Narrative.	Describes the characters in a given dilemma narratives and with relevant examples.	Describes the characters in a given dilemma narratives.	Describe a few characters in a given dilemma narratives.	Attempts to mention characters in a given dilemma narratives with prompts.

Relating the lessons learnt in the dilemma narrative to real life experiences.	Relates using illustrations the lessons learnt in the dilemma narrative to real life experiences.	Relates the lessons learnt in the dilemma narrative to real life experiences.	Relates a few lessons learnt in the dilemma narrative to real life experiences.	Attempts to relate few lessons learnt in the dilemma narrative to real life experiences.
Recognising a closing formula as a feature of dilemma narratives.	Recognises a closing formula as a feature of dilemma narratives and gives more examples.	Recognises a closing formula as a feature of dilemma narratives.	Recognises a closing formula as a feature of dilemma narratives with prompts.	Attempts to recognise a closing formula as a feature of dilemma narratives with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.5 Writing	11.5.1 Spelling antonyms, synonyms and numbers (2 Lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> recognise antonyms, synonyms and numbers in words from a selected text, use antonyms, synonyms and numbers in words correctly in writing, appreciate the usage of antonyms, synonyms and numbers in words in effective writing. 	The learner is guided to: <ul style="list-style-type: none"> Read a text with <i>antonyms, synonyms and numbers in words</i> from print and non-print sources. Identify the <i>antonyms, synonyms and numbers in words</i> from a selected text Listen and observe to a dictation of a text with antonyms and synonyms and write them down. Search for antonyms and synonyms from books in groups, newspapers and the internet and compile a list. 	<ol style="list-style-type: none"> Why is it important to tell the synonyms and antonyms of words? Which words with similar meanings do you know? Why is it important to write numbers in words?

			<ul style="list-style-type: none"> Write a list of antonyms and synonyms and in pairs exchange for assessment. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Digital literacy is developed as learners search for more antonyms and synonyms from books, newspapers and the internet to boost their ability to use digital devices. Communication and collaboration is enhanced as learners generate a list of antonyms and synonyms in pairs as they exchange for assessment. <ul style="list-style-type: none"> Learning to learn is enhanced as learners identify the <i>antonyms, synonyms and numbers in words</i> from a selected text 				
<p>Pertinent and Contemporary Issues (PCIs): Effective communication is achieved as learners use antonyms, synonyms and figures in words correctly in writing.</p>			<p>Link to Values: Responsibility is enhanced as learners search for antonyms and synonyms from books in groups, newspapers and the internet and compile a list</p>	
<p>Link to other Subjects: Kenyan Sign Language as antonyms and synonyms are learnt.</p>				
<p>Non formal Activities to support Learning: Learners can apply knowledge of antonyms and synonyms in the Writing club activities</p>			<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> Peer assessment Oral and signed discussions Oral and signed presentations 	
<p>Suggested Learning Resources: Storybooks, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Recognising antonyms, synonyms and figures in words from a selected text.	Recognises the antonyms, synonyms and numbers in words from a selected text with illustrations.	Recognises antonyms, synonyms and numbers in words from a selected text.	Attempts to recognise a few antonyms, synonyms and numbers in words from a selected text.	Attempts to recognise antonyms, synonyms and numbers in words from a selected text with the guidance of the teacher and peers.

<p>Using antonyms, synonyms and numbers in words correctly.</p>	<p>Uses antonyms, synonyms and numbers in words correctly and gives more examples.</p>	<p>Uses antonyms, synonyms and numbers in words correctly.</p>	<p>Attempts to use a few antonyms, synonyms and numbers in words correctly.</p>	<p>Attempts to use few antonyms, synonyms and numbers in words with prompts.</p>
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THEME 12.0: TRADITIONAL FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>12.1 Listening and Speaking For learner who is Hard of Hearing.</p>	<p>12.1.1 Listening and Responding to Views/ Opinions (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, c) acknowledge the value of one’s views/opinions as a lifelong skill in communication. 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Search online or from print for the different ways of <i>expressing views/opinions</i>. ● Listen to an oral narrative and identify the different ways used to express opinions/views. ● Role play the different characters in the narrative and bring out different ways of expressing opinions/views. ● Explain their feelings towards issues raised in the trickster narrative. ● Write on a chart, the words they have used to describe their feelings. 	<ol style="list-style-type: none"> 1. How are opinions expressed? 2. Why is it important to express one’s opinion? 3. How can expressing opinion/views affect relationships?
<p>12.1 Observing and Articulating signs/ fingerspelling For learner who is Deaf.</p>	<p>12.1.1 Observing and Responding to Views/ Opinions</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, 	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Search online or from print, for the different ways of <i>expressing views/opinions</i>. ● Observe a signed narrative and identify the different ways used to express opinions/views. ● Role play the different characters in the narrative and 	<ol style="list-style-type: none"> 1. How are opinions expressed? 2. Why is it important to express one’s opinion? 3. How can expressing opinion/views affect relationships?

		c) acknowledge the value of one's views/opinions as a lifelong skill in communication.	bring out different ways of expressing opinions/views. <ul style="list-style-type: none"> ● Explain their feelings towards issues raised in the trickster narrative. ● Write on a chart, the words they have used to describe their feelings 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration is achieved as learners, in groups discuss various views/opinions. ● Digital literacy is enhanced as learners interact using technology when searching online and listening to an oral/ observing a signed narrative from digital gadgets. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Life skills(Effective communication) is enhanced as learners explore and express their views/opinions in different subjects. 			Values: <ul style="list-style-type: none"> ● Respect is enhanced as learners turn take in expressing opinions during group activities. Unity is inculcated as learners engage in group work. 	
Link to other subjects: <ul style="list-style-type: none"> ● Views or opinions are important in subjects like Religious Education, Life Skills Education and Music 				
Non formal activities to support learning: <ul style="list-style-type: none"> ● learners to participate in talent shows to sharpen communication and listening/ observing skills 			Suggested Assessment Methods: <ul style="list-style-type: none"> ● role playing ● oral presentations ● oral discussions ● public speaking 	
Suggested Learning Resources: story books, course books, English dictionary, print media, realia, charts, magazines, newspapers, digital devices				
Assessment Rubric				
criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

listing ways of expressing views/opinions in different contexts.	Lists and demonstrates ways of expressing views/opinions in different contexts.	Lists ways of expressing views/opinions in different contexts.	Lists and describes ways of expressing views/opinions in different contexts.	lists some ways of expressing views/opinions in different contexts.
using different expressions that indicate own views in a given text.	uses different expressions that indicate own views in a given text and critique others.	Uses different expressions that indicate own views in a given text.	identifies different expressions that indicate own views in a given text on some occasions.	identifies some different expressions that indicate own views in a given text with prompts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading- Comprehension (2 Lessons)	By the end of the sub strand, the learner should be able to; a) identify main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) describe characters, ideas or events in a text, d) summarise information from a short text. e) appreciate the importance of reading comprehension in lifelong learning.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Share texts with mental images from magazines, journals or story books and draw conclusions. ● Read and identify key words in the passage. ● Infer the meaning of words using contextual clues, ● Choose descriptive parts of the passage on traditional fashion and share the vivid images created in their mind. ● Role play the characters and events in the text. ● Use contextual clues to decipher the meaning of words, ● Answer questions based on the passage. 	<ol style="list-style-type: none"> 1. Why should we create characters, places and events in our minds? 2. How can we tell the meaning of words and phrases in a text?

			<ul style="list-style-type: none"> Give an appropriate title to a story or passage. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Imagination and Creativity is enhanced as learners in groups, role play the characters and events in the text. Learning to learn is nurtured as learners use contextual clues to decipher the meaning of words. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> Social awareness skills (friendship formation) is instilled as learners role play the characters and events in a text. 		Link to Values: <ul style="list-style-type: none"> Responsibility is reinforced as learners help each other to role-play characters, events and answer questions. 		
Link to other subjects: <ul style="list-style-type: none"> Mathematics, integrated Sciences and Performing Arts as making inferences and visualising are important skills 				
Non-Formal Activities to support learning: Learners can demonstrate the reading skills acquired by reading news during assemblies and other school functions.		Suggested Assessment Methods: <ul style="list-style-type: none"> Reading aloud/signing to the class Questions and answers Learner portfolios Peer assessment Self-assessments 		
Suggested Learning Resources: <ul style="list-style-type: none"> story books, course books, English dictionary, print media, realia, charts, magazines, newspapers, digital devices 				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying main ideas in a text.	Identifies and summarizes main ideas in a text.	Identifies main ideas in a text.	Identifies a few main ideas in a text.	Identifies few main ideas in a text with assistance from peers.
Using contextual clues to infer the meaning of words in a text.	Uses contextual clues to infer and memorize the meaning of words in a text.	Uses contextual clues to infer the meaning of words in a text.	Uses contextual clues to infer the meaning of a few words in a text.	Uses few contextual clues to infer the meaning of a few words in a text with prompting

Describing characters, events and places in the text.	Describes and analyzes characters, events and places in the text	Describes characters, events and places in the text.	Describes a few characters, events and places in the text.	Lists few characters, events and places in the text.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 Lesson)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from <i>put, come and give</i> in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Read a text and identify the phrasal verbs formed from put, come and give. ● Search from the dictionary or online the meaning of the phrasal verbs identified. ● Fill in blanks in a text using the most appropriate phrasal verb, ● Search from story books, magazines, journals or the internet for more examples of phrasal verbs. ● Construct sentences using the phrasal verbs in pairs. 	<ol style="list-style-type: none"> 1. How are phrasal verbs formed? 2. Why should we use Phrasal Verbs correctly?

Core Competencies to be developed:

- **Self-efficacy** is developed as learners construct sentences using phrasal verbs.
- **Learning to learn** is developed as learners search for more examples of phrasal verbs from story books, journals, magazines, English dictionary or the internet

Pertinent and Contemporary Issues (PCIs)

- **Life skills (Effective communication)** is enhanced as learners refine their ability to communicate by use of phrasal verbs correctly.

Link to Values:

- **Respect** is achieved as learners work in groups
- **Unity** is nurtured as learners in groups, search from the dictionary or online the meaning of the phrasal verbs identified.

Link to other subjects:

Phrasal Verbs are used in other subjects

<p>Non-Formal Activities to support learning: Learners can use phrasal verbs in sessions like debate to enhance their language competence.</p>	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Gap-filling ● Short-answer ● observation ● oral and signed questions
<p>Suggested Learning Resources: story books, course books, English dictionary, print media, realia, charts, magazines, newspapers, digital devices</p>	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies and explains the meaning of Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies Phrasal verbs formed from <i>put, come and give</i> in a given text.	Identifies a few Phrasal Verbs formed from <i>put, come and give</i> in a given text.	Identifies few Phrasal Verbs formed from <i>put, come and give</i> in a given text with prompts.
Using given phrasal verbs in sentence construction correctly.	Uses the given phrasal verbs and demonstrates correctly in sentence construction	Uses the given phrasal verbs correctly in sentence construction.	Uses a few of the given phrasal verbs correctly in sentence construction.	Uses a few of the given phrasal verbs in sentence construction with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Reading	12.4.1 Class Reader: Main Ideas (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the section read in the text, b) discuss the lessons learnt from the text, c) relate the lessons learnt to real life experiences,	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing to read a section of the text aloud to the class in turns and dramatise the events. ● Learner who is Deaf to read Sign a section of the to the class in turns and dramatise the events. 	<ol style="list-style-type: none"> 1. Why do people read storybooks? 2. What is the importance of reading a short story?

		d) appreciate the role of literature in fostering critical thinking.	<ul style="list-style-type: none"> ● Discuss the main ideas in the sections read in the text in groups. ● Relate the lessons learnt from the section read to real life experiences in groups. ● Draw a chart showing the sequence of the main events in the section read. ● Search online and watch an adapted dramatisation of the section read. 	
Core Competencies: <ul style="list-style-type: none"> ● Creativity and Imagination is developed as learners draw a chart showing the sequence of the main events in the section read. ● Critical thinking and problem solving is developed as learners relate the lessons learnt from the section read to real life experiences. 				
Pertinent Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Self-Management Skills (Self-awareness) is enhanced as learners relate the story to real life experiences. ● Social cohesion is cultivated as learners work in groups and create a sense of oneness. 		Link to Values: <ul style="list-style-type: none"> ● Unity is enhanced as learners discuss the main ideas in the sections read in the text in groups. 		
Link to other subjects: Kenyan Sign Language and Performing Arts as reading and analysis of class readers is done in				
Non-Formal Activities to support learning: Learners can participate in Journalism Club Activities and assist peers identify main ideas from a text.		Suggested Assessment Methods: <ul style="list-style-type: none"> ● Reading aloud and signing to the class ● Questions and answers ● Learner portfolios ● Peer assessment ● Self-assessments 		
Suggested Learning Resources: story books, course books, English dictionary, print media, realia, charts, magazines, newspapers, digital devices				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the main ideas in the sections read in the text	Identifies with illustrations main ideas in the sections read in the text	Identifies main ideas in the sections read in the text	Identifies a few of the main ideas in the sections read in the text.	Identifies few of the main ideas in the sections read in the text with with prompts.
discussing the lessons learnt from the text	Discusses with illustrations the lessons learnt from the text	Discusses the lessons learnt from the text	Discusses a few lessons learnt from the text	discusses a few lessons learnt from the text with prompts.
Relating the lessons learnt to real life experiences.	Relates, with illustrations, the lessons learnt to real life experiences	Relates the lessons learnt to real life experiences	relates the lessons learnt to a few real-life experiences	Relates lessons learnt to few real-life experiences with prompts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.5 Writing	12.5.1 The writing Process: Dialogues (2 Lessons)	By the end of the sub strand, the learner should be able to; a) outline the format of a dialogue, b) apply the writing process in writing a dialogue, c) acknowledge the importance of the writing process in acquiring good writing skills.	The learner is guided to: <ul style="list-style-type: none"> ● Search online and offline for an example of a dialogue. ● Dramatise the identified dialogue. ● In groups, discuss the format of the dialogue they have identified. ● Individually fill in missing words in a set dialogue on traditional fashion. ● In pairs, discuss the correctness of the words they have used. ● Individually, create a rough draft of a short dialogue using the format they have identified. 	1. How is a dialogue different from a narrative composition?

			<ul style="list-style-type: none"> ● In groups, edit each other’s dialogue to check for repetition, clarity, grammar, spelling and punctuation in pairs ● Revise the dialogue individually, ● Publish the final product for assessment by sharing the samples of well written dialogue with others in class. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration are developed as learners in groups, discuss the format of the dialogue they have identified. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Social Awareness Skills (Effective communication) is enhanced as learners communicate effectively through writing 		. Link to Values: <ul style="list-style-type: none"> ● Responsibility is enhanced as learners individually create a rough draft of a short dialogue using the format they have identified. ● Unity is achieved as learners work together to generate ideas for writing tasks 		
Link to other subjects: <ul style="list-style-type: none"> ● Social Studies, Religious Education and Home Science emphasise on appropriate modes of dressing in different contexts. 				
Non-Formal Activities to support learning: <ul style="list-style-type: none"> ● Learners can participate in letter writing drills in their clubs. 		Suggested Assessment Methods: <ul style="list-style-type: none"> ● Peer assessment ● Self-assessment ● Portfolio ● Question and answer 		
Suggested Learning Resources: story books, course books, English dictionary, print media, realia, charts, magazines, newspapers, digital devices				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Outlining the format of a dialogue	Outlines with illustrations the format of a dialogue.	Outlines the format of a dialogue	Outlines a few parts of the format of a dialogue.	Outlines few parts of the format of a dialogue with prompting.
Applying the writing process in writing a dialogue	Applies the writing process in writing a dialogue and critique others	Applies the writing process in writing a dialogue	Applies the writing process in writing a dialogue with prompts.	Attempts to apply the writing process in writing a dialogue with prompts.

THEME 13.0: LAND TRAVEL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>13.1 Listening and Speaking</p>	<p>13.1.1 Listening Comprehension: Extensive Listening(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the key issues raised in songs addressing land travel,</p> <p>b) listen attentively to songs on land travel,</p> <p>c) use vocabulary identified from songs on land travel correctly,</p> <p>d) Acknowledge the importance of extensive listening in communication.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● listen to songs on local and international land travel from audio recordings ● Respond to comprehension questions on key issues raised in the song. ● Pick out key issues raised from a song sung by the teacher or resource person on land travel. ● Share ideas on the key issues addressed in the songs they have listened to using wall charts. ● Identify vocabularies used in songs on land travel and infer their meaning from context, ● Construct sentences orally using the vocabulary learnt. ● Sing choral songs on land travel. 	<ol style="list-style-type: none"> 1. How can we tell the main message in a song? 2. How can we draw meanings from the words used in a song? 3. How are songs made interesting?
<p>13.1.0 Observing and Articulating signs/fingerspelling</p>	<p>13.1.2 Observing signed Comprehension: Extensive Observing (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>e) identify the key issues raised in songs addressing land travel,</p> <p>f) observe keenly to signed songs on land travel,</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Observe songs on local and international land travel from audiovisual recordings. 	<ol style="list-style-type: none"> 4. How can we tell the main message in a song? 5. How can we draw meanings from the words used in a song? 6. How songs are made interesting?

		<p>g) use vocabulary identified from songs on land travel correctly,</p> <p>h) Acknowledge the importance of extensive observing in communication.</p>	<ul style="list-style-type: none"> ● Respond to comprehension questions on key issues raised in the song. ● pick out key issues raised from a signed song sung by the teacher or resource person on land travel. ● share ideas on the key issues addressed in the songs they have observed using wall charts. ● identify vocabulary used in signed songs on land travel and infer their meaning from context, ● construct sentences through signing, ● Sign sing choral songs on land travel. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy is enhanced as learners manipulate digital devices to listen to/observe signed songs from signed audiovisual recordings and respond to them. ● Learning to Learn is cultivated as learners respond to comprehension questions on key issues raised in the song. ● Self-efficacy is enhanced as learners construct sentences orally/through signing. ● Communication and Collaboration is enhanced as learners share ideas on the key issues addressed in the songs they have listened to/observed using wall charts. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners share ideas on the key issues addressed in the songs they have listened to/observed using wall charts. 			<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism is enhanced as learners listen to/observe signed songs on local land travel. ● Unity is nurtured as learners share ideas on the key issues addressed in the songs they have listened to/observed using wall charts. 	

Links to other subjects: <ul style="list-style-type: none"> • Social studies as learners learn the concept of means of Land travel. • All subjects as they emphasise on listening skills 	
Non-Formal Activities to Support Learning: Learners to compose and sign sing choral songs on land travel in their music or drama clubs	Suggested Assessment Methods: <ul style="list-style-type: none"> • Peer assessment • Oral and signed discussions • Oral presentations
Suggested Learning Resources: Dictionaries, audio visual resources, Course books, pictures and photographs	

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the key issues raised in songs addressing land travel.	Identifies and explains the key issues raised in songs addressing land travel.	Identifies the key issues raised in songs addressing land travel.	Identifies a few key issues raised in songs addressing land travel.	Makes an attempt to identify key issues raised in songs addressing land travel.
Responding to comprehension questions from signed songs on land travel.	Responds to comprehension questions from signed songs on land travel with conviction.	Responds to comprehension questions from signed songs on land travel.	Responds to some comprehension questions on signed songs on land travel.	Attempts to respond to comprehension questions from songs on land travel with prompts.
Using vocabulary identified from songs correctly.	Uses and explains vocabulary identified from songs correctly.	Uses vocabulary identified from songs correctly.	Uses a few vocabularies identified from songs correctly.	Attempts to use few vocabularies identified from songs correctly.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	13.2.1 Intensive Reading: Comprehension Strategies (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify key ideas from a passage, b) summarise key ideas from a passage, c) create mental images from the events in a passage, d) deduce the meaning of words from context, e) respond to factual and inferential questions, correctly from the passage f) acknowledge the importance of comprehension strategies in effective reading.	The learner is guided to: <ul style="list-style-type: none"> ● Read selected grade appropriate passages on issues related to land travel such as safety and security from print and on-line sources. ● Discuss opinions formed about the characters or ideas presented in the passage. ● Infer the meaning of words based on how they have been used in the passage. ● Complete oral and signed and written exercises using the vocabulary learnt. ● Answer factual and inferential questions from the passages, both orally and through signing and in writing. ● Summarise key ideas presented in the passages by paraphrasing. ● Retell sections of the passage in groups. 	<ol style="list-style-type: none"> 1. How do you get the meaning of words from a passage? 2. Why is reading a passage important? 3. Why do people write passages?
Core competencies developed:				
<ul style="list-style-type: none"> ● Critical thinking and Problem solving is cultivated when learners demonstrate that they can follow simple instructions to complete tasks. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Safety and Security is reinforced as learners read and respond to texts on safe and secure land travel 			Link to Values: <ul style="list-style-type: none"> ● Unity is cultivated as learners discuss opinions formed about the characters or ideas presented in the passage 	
Link to other subjects: Physical and Health Education as learners learn issues of safety.				

Non-Formal Activities to Support Learning: Learners can apply the knowledge of reading comprehensions to reading news during school assemblies and other school functions.	Suggested Assessment Methods: <ul style="list-style-type: none"> ● Questions and answers ● Peer assessment ● Self-assessment ● Oral and signed discussions
Suggested Learning Resources: course books, work books, dictionaries,	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectations
Identifying and summarising key ideas from a passage	Identifies, summarises and keep record of key ideas from a passage	Identifies and summarises key ideas from a passage	Identifies and summarises a few key ideas from a passage	Identifies and summarises few key ideas from a passage
Deducing meaning of words from context.	Deduces and explains the meaning of words from context	Deduces meaning of words from context	Deduces meaning of a few words from context	Deduces meaning of a few words from context with prompts

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar in Use	13.3.1 Sentences: Simple Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) advocate the importance of using a variety of sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Listen keenly and observe intently to a poem or a story on land travel and write down all the simple sentences that feature in the texts, ● Read a print or non-print text on land travel in groups and identify the simple sentences, ● Tell a chain story featuring simple sentences in groups, 	<ol style="list-style-type: none"> 1. How are sentences important in a text? 2. What constitutes a simple sentence? 3. How do you determine what to include in a sentence?

			<ul style="list-style-type: none"> ● Complete a substitution table featuring simple sentences, ● Complete a mind map to practise construction of simple sentences, ● Write a short dialogue using simple sentences and share it with peers on- line and off-line. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as learners speak clearly and effectively by making points in a logical order. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Environmental Education is achieved as learners read a print or non-print text on land travel. 		. Link to Values: <ul style="list-style-type: none"> ● Responsibility is enhanced as learners write a short dialogue using simple sentences and shares it with peers on-line and off-line. 		
Link to other subjects: Social Studies as learners learn the concept on land travel				
Non Formal Activities to Support Learning: Learners can use the knowledge of simple sentences during drama and music clubs		Suggested Assessment Methods: <ul style="list-style-type: none"> ● Questions and answer ● Gap filling ● Oral and signed discussions ● Peer assessment ● Self-assessment 		
Suggested Learning Resources: course books, work books, dictionaries, sample poems and stories.				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying simple sentences from varied texts	Identifies and classifies simple sentences from varied texts.	Identifies simple sentences from varied texts.	Identifies some simple sentences from varied texts.	Attempts to identify simple sentences from varied texts with prompts.

Constructing simple sentences on a variety of issues	Constructs and demonstrates a range of simple sentences on a variety of issues	Constructs simple sentences on a variety of issues.	Constructs a few simple sentences on a variety of issues y	Attempts to construct few simple sentences with support
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Reading	13.4.1 Oral and Signed Literature: Praise Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the purpose and occasions for which praise songs are performed, b) discuss the relationship between the singer and the person being praised in praise songs, c) perform praise songs sang in their immediate environment d) collaborate with peers in performing the praise songs, e) appreciate the purpose of praise songs in communication.	The learner is guided to: <ul style="list-style-type: none"> ● Listen to and observe praise songs from signed audio-visual sources or from a resource person. ● Identify and discuss the purpose of the praise songs they have listened to and observed. ● Share ideas on the relationship between the singer and the person being praised in the praise songs they have listened to and observed. ● Identify a praise song sign sang in their immediate environment in groups. ● Present signed praise songs in groups to the class and share experiences, ● Discuss the character traits of the singer(s) as brought out in the praise song(s). 	<ol style="list-style-type: none"> 1. Why do we sing? 2. How do songs portray people's character? 3. How can we identify qualities of a good singer?
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy is enhanced as learners Present signed praise songs in groups to the class and share experience. 				

<ul style="list-style-type: none"> ● Creativity and imagination is enhanced as learners present signed praise songs in groups to the class and share experiences. ● Communication and collaboration is enhanced as learners discuss the purpose of the praise songs they have listened to/observed. 	
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Life skills; self-esteem is inculcated as learners identify and perform praise songs sang in their immediate environment. 	Values: <ul style="list-style-type: none"> ● Respect is enhanced as learners perform praise songs in groups and respect each other’s roles. ● Responsibility is enhanced as learners manipulate audio-visual devices to observe signed praise songs.
Link to other subjects: <ul style="list-style-type: none"> ● Performing arts as songs are one of the genres performed in this subject. 	
Non-Formal Activities to Support Learning: Learners can collect different forms of oral and signed literature from their community.	Suggested Assessment Methods: <ul style="list-style-type: none"> ● Signed question and answer ● Oral and signed presentation ● Observation
Suggested Learning Resources: Course books, Audio visual resources, praise songs	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the purpose and occasions for which praise songs are performed	Identifies the purpose and occasion for which praise songs are performed.	Identifies the purpose and occasion for which praise songs are performed.	Identifies the purpose and occasion for which praise songs are performed.	Identifies the purpose and occasion for which praise songs are performed with assistance
Discuss the relationship between the singer and the person being praised in praise songs	Discusses in detail the relationship between the singer and the person being praised in praise songs	Discusses the relationship between the singer and the person being praised in praise songs	Discusses a few aspects of the relationship between the singer and the person being praised in praise songs.	Discusses few aspects of the relationship between the singer and the person being praised in praise songs with prompts.

Performing praise songs sang in their immediate environment	Performs and records praise songs sang in their immediate environment	Performs praise songs sang in their immediate environment	Attempts to perform praise songs sang in their immediate environment	Attempts to perform praise songs sang in their immediate environment with prompts.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.5 Writing	13.5.1 Creative Writing: Narrative Composition (2 lessons)	By the end of the sub strand, the learner should be able to; a) explain the meaning of specified idioms in context, b) create well written narrative compositions using the specified idioms, c) appreciate the role of idioms in creative writing.	The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm on the reason creative writers use idiomatic expressions in writing, ● explain situations that call for the use of the following idiomatic expressions: <ul style="list-style-type: none"> ○ <i>biting off more than you can chew</i> ○ <i>own up to something</i> ○ <i>having a lot on your plate</i> ○ <i>call it a day</i> ○ <i>piece of cake</i> ○ <i>hold your tongue</i> ● confirm the meaning of the idiomatic expressions from print and on-line dictionaries, ● practise using the idiomatic expressions in sentences, ● plan a narrative composition in groups, incorporating the specified idiomatic expressions, on the theme of land travel, ● write a narrative composition individually ● Peer reviews each other's work and revise as per the suggestions given. 	<ol style="list-style-type: none"> 1. How is a story made memorable? 2. Why are idioms important in communication?
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Learning to learn is enhanced as learners practise using the idiomatic expressions in sentences, 				

<ul style="list-style-type: none"> ● Imagination and creativity is enhanced as learners write a narrative composition individually ● Communication and collaboration is enhanced as learners peer review each other's work and revise as per the suggestions given 	
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Analytical thinking skills (creative thinking) is developed as learners write a narrative composition individually. ● Social awareness skills(Effective communication) is developed as learners practise using the idiomatic expressions in sentences, 	Values: <ul style="list-style-type: none"> ● Respect is enhanced as earners brainstorm on the reason creative writers use idiomatic expressions in writing, ● Unity is enhanced as learners peer review each other's work and revise as per the suggestions given.
Link to other subjects: <ul style="list-style-type: none"> ● Performing Arts as learners Compose plays, poems and narratives while applying creative writing skills. 	
Non-Formal Activities to Support Learning: Learners can apply the knowledge of creative writing in the journalism and drama clubs.	Suggested Assessment Methods: <ul style="list-style-type: none"> ● Peer assessments ● Written assessments ● Gap filling ● Self-assessments
Suggested Learning Resources: Coursebooks, story books, digital devices, dictionaries, sample of well written narrative compositions and samples of idiomatic expressions.	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the meaning of idiomatic expressions in context.	Explains the meaning of idiomatic expressions in context and gives more examples.	Explains the meaning of idiomatic expressions in context	Explains the meaning of a few idiomatic expressions in context	Attempts to explain the meaning of a few idiomatic expressions in context with prompts
Creating well-written narrative compositions using the specified idiomatic expressions.	Creates and keeps record of well written narrative compositions using the specified idiomatic expressions	Creates well written narrative compositions using the specified idiomatic expressions	Creates well written narrative compositions using a few of the specified idiomatic expressions.	Attempts to create narrative compositions using a few specified idiomatic expressions with prompts.

THEME 14.0: SPORTS - OUTDOOR GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>14.1 Listening and speaking</p> <p>For learner who is Hard of Hearing.</p>	<p>14.1.1 Pronunciation:</p> <p>Consonant Sound</p> <p>Intonation (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text,</p> <p>b) pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences,</p> <p>c) use correct intonations for yes/no and wh- questions in varied contexts</p> <p>d) appreciate the importance of correct pronunciation.</p>	<p>The learner is guided to, in groups or pairs:</p> <ul style="list-style-type: none"> ● Search from print and non-print sources for tongue twister with some of the target sounds and say them for enjoyment, ● Watch a video or listen to a recording or conversation on outdoor games and group the words in a table according to the to the following target sounds and letters: v/ <i>as in very</i>; /f/ <i>as in ferry</i> /n/ <i>as in been</i> an /ŋ/ <i>as in being</i>. ● Listen to and model native speaker clips with the target sounds and letters in words. ● Practise, in groups, the pronunciation of words with the target sounds and record themselves, ● Share the clips for peer review. <ul style="list-style-type: none"> ● listen to an audio or a dramatised conversation on outdoor games in which Yes/No and WH- questions are used and point out 	<p>1. Why should people pronounce/articulate signs/fingerspell words correctly?</p> <p>2. How can one learn to pronounce/sign words correctly?</p> <p>3. How important are the Yes and the No questions?</p>

			<p>whether a rising or falling intonation is used,</p> <ul style="list-style-type: none"> ● <i>Practise articulation of Yes/No and WH- questions with the appropriate intonation in dialogues,</i> ● Write, dramatise and record a dialogue using words with the target sounds well as Yes/ No and WH- questions and share with peers for review. 	
<p>14.1.0 Observing and articulating signs/ fingerspelling</p>	<p>14.1.1.2 Observing proper place of articulation of signs /fingerspelling:</p> <p>Articulation of signs and fingerspelling consonant letters with correct mouth movement.</p> <p>manner of articulation with body language and facial expression.</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify words with fingerspelt letters v,f,n and ng from a text, articulate signs/fingerspell words with letters ,f,n and ng in sentences, use correct manner of articulation with body language and facial expression for yes/no and wh- questions in varied contexts d) appreciate the importance of correct observation of proper place of articulation of signs /fingerspelling. 	<p>The learner is guided to, in groups or pairs :</p> <ul style="list-style-type: none"> ● Search from print and non-print sources for tongue twister/finger fumbler or words with different meaning having same place of articulation ● with some of the target letters and sign them for enjoyment, ● Watch a signed video/ a recording with captions or conversation on outdoor games and group the words in a table according to the to the following target letters: <i>v as in very; f as in ferry n as in been an η as in being.</i> 	<ol style="list-style-type: none"> 1. Why should people pronounce/articulate signs/fingerspell words correctly? 2. How can one learn to pronounce/sign words correctly? 3.How important are the Yes and the No questions?

			<ul style="list-style-type: none"> ● Observe and model native signer clips with the target letters in words. ● Practise, in groups, the observation of proper place of articulation of signs /fingerspelling of words with the target letters and record themselves, ● Share the clips for peer review. ● Observe a video with captions or a dramatised conversation on outdoor games in which Yes/No and WH- questions are used and point out whether the manner of articulation of a sign with body language and facial expression is used, ● Practise articulation of Yes/No and WH- questions with the appropriate manner of articulation of a sign with body language and facial expression/ finger fumbler or words with different meaning having same place of articulation in dialogues, ● Write, dramatise and record a dialogue with the target letters as well as Yes/ No and WH- questions and share with peers for review. 	
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<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Learning to learn is enhanced as learners <i>Practise articulation of Yes/No and WH- questions with the appropriate intonation/finger fumbler or words with different meaning having same place of articulation in dialogues,</i> 	
<p>Pertinent and Contemporary Issues (PCIs): Health Issues in Education; Body fitness is enhanced as learners listen to and observe dramatized conversations on outdoor games.</p>	<p>Link to Values:</p> <ul style="list-style-type: none"> Respect is enhanced as learners learn to ask and answer yes/no and which questions politely.
<p>Link to other Subjects: All subjects require skills in articulation of sounds and signs. Physical Health Education as learners learn outdoor sports</p>	
<p>Non formal Activities to support Learning: Compose a poem having words with the sounds /v/, /f/, /n/ and /ŋ/ and letters v, f, n, and ng and present them during school, assembly and prize giving days.</p>	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> Peer assessment Oral and signed discussions Oral and signed presentations Self-assessment
<p>Suggested Learning Resources: Storybooks, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>	

Assessment Rubric for Learners who are Hard of Hearing.

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying words with the sounds /v/, /f/, /n/ and /ŋ/ from a text	Identify and uses words with the sounds /v/, /f/, /n/ and /ŋ/ from a text.	Identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text.	Identify a few words with the sounds /v/, /f/, /n/ and /ŋ/ from a text,	Attempts to identify few words with the sounds /v/, /f/, /n/ and /ŋ/ letters from a text,
Pronouncing words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences	Pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in	Pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences	Pronounce a few words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences	Pronounce few words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences

	sentences and critiques peers			
Using correct intonations for yes/no and Wh- questions in varied contexts	Use correct intonations for yes/no and Wh- questions in varied contexts using illustrations	Use correct intonations for yes/no and Wh- questions in varied contexts.	Use a few correct intonations for yes/no and Wh- questions in varied contexts.	Use correct few intonations for yes/no and wh- questions in varied contexts

Assessment Rubric for learner who is Deaf

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying words with fingerspelt letters v,f,n ang ng from a text	Identifies and uses words fingerspelt letters v,f,n ang ng from a text.	Identifies words with fingerspelt letters v,f,n ang ng from a text.	Identifies a few words with fingerspelt letters v,f,n ang ng from a text.	Attempts to identify few words with fingerspelt letters v,f,n ang ng from a text.
Articulates signs/fingerspell words with letters ,f,n and ng in sentences	Articulates signs/fingerspell words with letters, f, n and ng in sentences and critiques peers	Articulates signs/fingerspell words with letters ,f,n and ng in sentences	Articulates signs/fingerspell a few words with letters ,f,n and ng in sentences	Articulates signs/fingerspell few words with letters ,f,n and ng in sentences
Using correct manner of articulation of with body language and facial expression for yes/no and wh- questions in varied contexts	Use correct manner of articulation of a sign with body language and facial expression for yes/no and wh- questions in varied contexts with illustrations	Use correct manner of articulation of a sign with body language and facial expression for yes/no and wh- questions in varied contexts	Use a few correct manner of articulation of a sign with body language and facial expression for yes/no and wh- questions in varied contexts	Uses few correct manner of articulation of a sign with body language and facial expression for yes/no and wh- questions in varied contexts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Grammar in Use	14.3.1 Sentences: Subject-Verb Agreement (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject and the verb in sentences, b) construct sentences ensuring subject-verb agreement, c) affirm the importance of subject-verb agreement in sentences.	The learner is guided to, in groups or pairs: ● Read texts on varied topics such as outdoor games and identify the, subject and verbs in the sentences ● Brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person ● Read sentences and label subject-verb agreement in them, ● Make sentences based on outdoor sports in which the rule of subject verb agreement has been applied, ● Share the sentences in charts for peer review.	1. How can one identify a subject in a sentence? 2. Which rule should we follow when constructing a sentence? 3. How can one identify difference between the first, second and the third persons?
<p>Core Competencies to be Developed: Learning to learn is enhanced as learners sign read sentences and label subject-verb agreement. Communication and collaboration is enhanced as learners brainstorm and make short notes on the relationship between a subject and a verb in a sentence</p>				
<p>Pertinent and Contemporary Issues (PCIs): Analytical thinking skills(creative thinking) is enhanced as learners make sentences based on outdoor sports in which the rule of subject verb agreement.</p>			<p>Link to Values: ● Respect is enhanced as learners brainstorm on the relationship between a subject and a verb in sentences.</p>	
<p>Link to other Subjects: All subjects embrace subject verb agreement Sports and Physical Education - Learners make sentences based on the theme of outdoor sports and games</p>				

<p>Non formal Activities to support Learning:</p> <p>•Learners can play Word based sports for example crossword puzzles or scrabble and classify subject and verbs.</p>	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Peer assessment ● Oral and signed discussions ● Role playing ● Oral and signed presentations
<p>Suggested Learning Resources:</p> <p>Story books, Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles, scrabble and gap filling.</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying subjects and verbs in sentences.	Identifies and illustrates subjects and verbs in sentences.	Identifies subjects and verbs in sentences.	Identify a few subjects and verbs in sentences.	Attempts to identify few subjects and verbs in sentences with prompts.
Constructing sentences ensuring subject-verb agreement.	Constructs sentences ensuring subject-verb agreement and assist peers.	Constructs sentences ensuring subject-verb agreement	Construct a few sentences with subject-verb agreement	Construct few sentences with subject-verb agreement with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.4 Reading	14.4.1Class reader: Features of style (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes and metaphors in the text,	The learner is guided to: <ul style="list-style-type: none"> ● search online and offline for examples of <i>dialogue, similes and metaphors</i> in stories and them with the rest of the class, 	1. Which stylistic features have you come across in different texts? 2. How can we convey a message more effectively?

		<p>b) use the styles of dialogue, similes and metaphors in guided contexts,</p> <p>c) appreciate the importance of style in a work of art.</p>	<ul style="list-style-type: none"> ● in pairs, read the class reader and identify with illustrations instances of dialogue, similes and metaphors in the text, and display their work on the class notice boards, ● in groups, role play selected dialogues from the class reader and record themselves for video sharing and review, ● make sentences using the similes and metaphors identified from the text, ● discuss instances in real life where dialogues, similes and metaphors can be used. 	<p>3. Why do we use similes and metaphors?</p>
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is developed as learners in groups, role play selected dialogues from the class reader and record themselves for video sharing and review. ● Learning to learn is enhanced as learners make sentences using the similes and metaphors identified from the text. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Critical thinking is achieved as learners discuss instances in real life where dialogues, similes and metaphors can be used. 			<p>Link to Values:</p> <p>Respect is enhanced as learners help each other during role-play of selected dialogues.</p>	
<p>Link to other Subjects:</p> <p>All languages as study of class readers involves scrutiny of stylistic devices. Performing arts- performance enables interaction with stylistic devices.</p>				
<p>Non formal Activities to support Learning:</p> <p>Reading newspapers, journals and participating in journalism club activities.</p>			<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Oral and signed discussions ● Oral and signed presentation ● Self-assessment 	

Suggested Learning Resources:

Story books, Course books, newspapers, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling, digital devices.

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying and illustrating instances of dialogue, similes and metaphors in the text.	Conspicuously and keenly identifies and illustrates instances of dialogue, similes and metaphors in the text.	Identifies and illustrates instances of dialogue, similes and metaphors in the text.	Attempts to identify and illustrate instances of dialogue, similes and metaphors in the text sometimes.	Attempts to identify and illustrates instances of dialogue, similes and metaphors in the text with prompts.
Using dialogue, similes and metaphors in guided contexts.	Elaborately uses dialogue, similes and metaphors in guided contexts with demonstrations.	Uses dialogue, similes and metaphors in guided contexts.	Attempts to use dialogue, similes and metaphors in guided contexts.	Attempts to use dialogue, similes and metaphors in guided contexts with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.5 Writing	14.5.1 Creative Writing: Descriptive Writing (200 – 240 words) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify features of a person a thing or a place that can be described, b) write a descriptive composition on a given subject,	The learner is guided to: ● in pairs, view videos or pictures of people, things or places and list the features of each that can be described in an essay, ● search online and offline for words and expressions that can be used to describe different features like weather emotions, events and characters,	1. How can you describe your best friend? 2. How can you describe some things in your school?

		<p>c) underscore the importance of creative writing in communication.</p>	<ul style="list-style-type: none"> ● explain the difference between descriptive writing and other forms of writing, ● in groups, they read samples of descriptive essays and classify the features that are described and the expressions used in a graphic organizer for sharing, ● create a descriptive composition of between 200 to 240 words on an interesting topic like outdoor sports and display it in a gallery for peer review and revision 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination is developed as learners write clearly and creatively when writing the descriptive composition. ● Communication and Collaboration is promoted as learners engage in peer review of each other’s work thus improving quality. 				
<p>Pertinent and Contemporary Issues (PCIs): Creative thinking is enhanced as learners compose descriptive texts</p>			<p>Link to Values: Unity is enhanced as learners engage each other to view videos or pictures of people, things or places</p>	
<p>Link to other Subjects: Performing art as a sense of creativity is required in scripting texts for performance, All languages as Writing is key to mastery of any language</p>				
<p>Non formal Activities to support Learning: Learners can participate in writing clubs, journalism clubs, and compiling articles for the school magazine to nature writing talent.</p>			<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Oral and signed discussions ● Oral and signed presentation ● Self-assessment ● Writing assessment 	
<p>Suggested Learning Resources:</p>				

Story books, Course books, English dictionary, print media, realia, journals, digital devices

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying features of a person, a thing or a place	Identifies with specifications features of a person, a thing or a place	Identifies features of a person a thing or a place.	Attempts to identify features of a person a thing or a place.	Attempts to identify features of a person a thing or a place with prompts.
Writing a descriptive composition on a given subject.	Writes a detailed descriptive composition on a given subject and keep a record of it	Writes a descriptive composition on a given subject.	Attempts to write a descriptive composition on a given subject.	Attempts to write a descriptive composition on a given subject with prompts.

THEME 15.0: TOURIST ATTRACTION SITES - KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 Oral Reports: Events within the Classroom (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the organisation of an oral report of events within the classroom, b) present an oral report on events that occur within the classroom,	The learner is guided to, in pairs or in groups : <ul style="list-style-type: none"> Brainstorm on the content and organisation of an oral report e.g. introduction, body and conclusion. Search online and from print media the steps for conducting an oral report e.g. research, compile (write), rehearse and report (present/deliver). 	<ol style="list-style-type: none"> How would you report about the activities that happen in the classroom? How can you make a good oral report?

		c) enjoy delivering, and listening to an oral report in various contexts.	<ul style="list-style-type: none"> ● role play oral reports such as clear pronunciation, voice projection, tonal variation, use of non-verbal cues and use of visuals. ● Use flash cards to prepare speaking notes for the report ● Simulate in groups an oral report preparation and delivery procedure. ● In groups, record an audio visual when presenting an oral report. ● Listen and observe the audio-visual recorded reports and evaluate them in terms of strengths and weaknesses. ● In groups prepare and present actual oral reports. ● Write the reports on charts and share with peers. 	
15.1.0 Listening and Speaking /Observing and Articulating signs/fingerspelling	15.1.2 Oral and signed Reports: Events within the Classroom (2 lessons)	By the end of the sub strand, the learner should be able to: d) outline the organisation of a signed report of events within the classroom, e) present a signed report on events that occur within the classroom, f) enjoy delivering, observing and listening to a signed report in various contexts.	The learner is guided to, in groups or pairs: <ul style="list-style-type: none"> ● Brainstorm on the content and organisation of an oral/signed report e.g. introduction, body and conclusion. ● Search online and offline the steps for conducting a signed report e.g. research, compile (write), rehearse and report (present/deliver). ● Learner is guided to role play signed reports such as observing proper 	3. How would you report about the activities that happen in the classroom? 4. How can you make a good signed report?

			<p>place of articulation of signs and fingerspelling, voice projection, tonal variation, use of non-verbal cues and use of visuals.</p> <ul style="list-style-type: none"> ● Use flash cards to prepare speaking notes for the report. ● Simulate an oral and signed report preparation and delivery procedure. ● Record a signed audio visual when presenting a signed report. ● Observe the signed audio-visual recorded reports and evaluate them in terms of strengths and weaknesses. ● Prepare and present actual signed reports. ● Write the reports on charts and share with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving is enhanced as learners brainstorm in groups on the content and organization of an oral/signed report e.g., introduction, body and conclusion. ● Self-efficacy is enhanced as learners in groups prepare and present actual oral and signed reports. ● 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social Awareness skills; Effective communication is enhanced as learners in groups prepare and present actual oral and signed reports. 			<p>Link to Values:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as learners in groups manipulate and care for digital devices as they record a signed audio visual when presenting an oral and signed report. ● Unity is nurtured as learners in groups prepare and present actual oral and signed reports. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● All subjects emphasises on oral and signing skills 				

<ul style="list-style-type: none"> ● Computer Science, Agriculture, Home Science and Integrated Science require reporting skills for projects 	
Non Formal Activities to Support Learning: Learners can visit a tourist attraction site and report the occurrences to peers	Suggested assessment Methods: <ul style="list-style-type: none"> ● Oral and signed presentations ● Peer assessments ● Self-assessments ● Portfolios
Suggested Learning Resources: Story books, Course books, English dictionary, print media, realia, journals, digital devices, flash cards.	

Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Outlining the organisation of an oral and signed report of events within the classroom.	Outlines and explains the organisation of an oral and signed report of events within the classroom.	Outlines the organisation of an oral and signed report of events within the classroom.	Outlines aspects of the organisation of an oral and signed report of a few events within the classroom.	Outlines organisation of an oral and signed report of few events within the classroom.
Presenting oral and signed reports on events that occur within the classroom.	presents by applying oral and singing techniques on reports for various events that occur within the classroom.	Presents oral and signed reports on events that occur within the classroom.	Present a few oral and signed reports on a few events that occur within the classroom.	Attempts to Present few oral signed report events that occur within the classroom with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
15.2 Reading	15.2.1 Reading Fluency	By the end of the sub strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> ● Watch and listen to videos or other students reading fluently and discuss what makes them good readers. 	1. Why is it important to read fluently? 2. How is one termed to be a good reader?

	(2 lessons)	<ul style="list-style-type: none"> a) recognise the use of reading fluency strategies in the reading process, b) apply fluency strategies while reading, c) hail the role of reading fluency in communication. 	<ul style="list-style-type: none"> ● Search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning and ignoring. unknown words and share with peers, ● In pairs, watch or listen to sample reading clips and simulate the model reading as they apply reading strategies. ● Practise, in groups, timed reading, accurate reading and reading with expression on issues like tourist attraction sites in Kenya. ● assess peers' reading on the basis of the aspects of fluency – accuracy, speed, reading. ● Record sample readers in class and save the recordings in a digital device. ● Discuss the importance of reading fluently. 	3.How can you improve your reading fluency?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy is achieved as learners gain confidence in reading by applying fluency strategies. ● Citizenship is developed as learners promote national responsibility by reading about tourist attraction sites in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social Awareness skills (Effective Communication) is enhanced as learners develop competence in fluency as a reading skill. ● Environmental issues in Education is promoted as learners read about tourist attraction sites in Kenya. 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is achieved as learners work in pairs to watch or listen to sample reading clips and simulate models. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● All subjects encourage reading fluency 				
<p>Non Formal Activities to Support Learning:</p>			<p>Suggested assessment Methods:</p>	

Learners can read about journals/magazines entailing tourism stories in Kenya during reading club sessions.	<ul style="list-style-type: none"> ● Reading aloud and signing to the class ● Questions and answers ● Learner portfolios ● Peer assessments ● Self-assessments ● Keeping records of books read
Suggested Learning Resources: course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.	

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Recognising the use of fluency strategies in the reading process.	Recognises and applies the use of fluency strategies in the reading process.	Recognises the use of fluency strategies in the reading process	Attempts to recognise the use of fluency strategies in the reading process.	Attempts to recognise the use of fluency strategies in the reading process with prompts.
Applying fluency strategies while reading	Applies fluency strategies while reading and keeps a record of main events	Applies fluency strategies while reading	Applies a few fluency strategies while reading	Applies few fluency strategies while reading with prompts

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.3 Grammar in Use	15.3.1 Affirmative and Negative Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between affirmative and negative sentences in spoken and written contexts,	The learner is guided to: <ul style="list-style-type: none"> ● Search online and offline for the differences between affirmative and negative sentences and share them with peers, 	<ol style="list-style-type: none"> 1. Why do we use affirmative statements? 2. Why do we use negative statements? 3. Why is it important to use the right sentence

		<p>b) construct affirmative and negative sentences in varied contexts,</p> <p>c) acknowledge the expressive role of sentences in effective communication.</p>	<ul style="list-style-type: none"> ● Role play a dialogue with affirmative and negative sentences and record themselves, ● Watch/listen to a conversation on issues like tourist sites in Kenya and pick out in groups the affirmative and negative sentences, ● Sort jumbled up sentences into affirmative and negative sentences ● Construct affirmative and negative sentences, ● Share sentences made in the form of charts for peer review, ● Write a short story or dialogue on an issue like tourist attraction sites in Kenya using affirmative and negative sentences. 	<p>when saying something?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Imagination and creativity is achieved as learners learn how to construct affirmative and negative sentences on the tourist attraction sites in Kenya ● Digital literacy is developed as learners manipulate digital devices when searching online for the differences between affirmative and negative sentences and share them with peers. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Citizenship is enhanced as learners learn about tourism sites in Kenya. ● Analytical thinking skills (Creative Thinking) is enhanced as learners create dialogue and stories using affirmative and negative sentences. ● Friendship Formation is developed as the learners , in groups ask and answer questions 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as learners share sentences made in charts for peer review ● Patriotism is enhanced as learners read texts on tourist attraction sites. 	

Link to other subjects: Kenyan Sign Language features affirmative and negative sentences	
Non Formal Activities to Support Learning Learners can participate in Essay competition writing about tourism in Kenya	Suggested assessment Methods: <ul style="list-style-type: none"> ● Standardised writing assessment ● Peer assessment ● Self-assessment
Suggested Learning Resources: Course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Differentiating between affirmative and negative sentences in spoken and written contexts	Differentiates with examples between affirmative and negative sentences in spoken, signed and written contexts.	Differentiates between affirmative and negative sentences in spoken, signed and written contexts	Attempts to differentiate between affirmative and negative sentences in spoken, signed and written contexts	Attempts to differentiate between affirmative and negative sentences in spoken and written contexts with prompts
Constructing affirmative and negative sentences in varied contexts	Constructs and classifies affirmative and negative sentences in varied contexts.	Constructs affirmative and negative sentences in varied contexts	Constructs a few affirmative and negative sentences in varied contexts	Constructs few affirmative and negative sentences with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Reading	15.4.1 Poetry (2 lessons)	By the end of the sub strand; the learner should be able to: a) identify the subject matter of a poem,	The learner is guided to: <ul style="list-style-type: none"> ● Recite poems for enjoyment and in pairs ● outline the subject matter. 	1. Why would you use a poem instead of a story to pass information?

		<p>b) analyse ideas in the poem, c) reiterate the role of poetry in passing information.</p>	<ul style="list-style-type: none"> ● Search online or from print for ways of determining ideas in a poem such as studying the title, the persona, the events and the choice of words. ● Discuss how the use of repetition and other styles can help bring out the ideas in the poem. ● In groups, pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers for review. ● Dramatise a poem displaying ideas generated from it using placards and record their performances. 	<p>2. Why would you make a poem interesting to read? 3. How are ideas conveyed using a poem?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and Problem Solving is developed as learners search online and offline for ways of determining ideas in a poem ● Imagination and Creativity is enhanced as learners dramatise a poem displaying ideas generated from it using placards and record their performances 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners share their findings and provide positive feedback. 	
<p>Link to other subjects: Performing Arts as it emphasises on recitation and performance of poems.</p>				
<p>Non-Formal Activities to Support Learning: learners can read poems about tourism in Kenya during reading club sessions.</p>			<p>Suggested assessment Methods:</p> <ul style="list-style-type: none"> ● recitation ● reading aloud/ signing to the class ● questions and answers ● learner portfolios ● peer assessments ● self-assessments ● keeping records of books read 	

Suggested Learning Resources:

course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying the subject matter of a poem	Identifies the subject matter of a poem with elaborate illustrations	Identifies the subject matter of a poem.	Attempts to Identify the subject matter of a poem.	Attempts to identify the subject matter of a poem with prompts.
Analysing ideas in a poem	Analyses and critiques ideas in a poem	Analyses ideas in a poem	Analyses a few ideas in a poem	lists ideas in a poem with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.5 Writing	15.5.1 Functional Writing: Notices and Posters (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of presenting notices and posters, b) design notices and posters on current issues, c) acknowledge the role of notices and posters in disseminating information.	The learner is guided to: <ul style="list-style-type: none"> ● Collect posters and notices either online or offline on tourist attraction sites in Kenya and display them in class. ● Brainstorm on the format for presenting notices and posters in groups. ● Study samples of a notice and a poster presented in class and label features of format. 	<ol style="list-style-type: none"> 1. Why are notices important in the community 2. How can one make a poster or a notice attractive?

			<ul style="list-style-type: none"> ● Differentiate between a poster and a notice in writing. ● Discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya ● Design a notice and a poster on the selected issue using the model format and display for peer review. ● Keep the revised notice and poster in their portfolio. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn is achieved as learners design a notice and a poster on the selected issue using the model format ● Citizenship is achieved as learners Explore cultural awareness and heritage by collecting g posters and notices on tourist attraction sites in Kenya 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Life Skills (Effective Communication) is achieved as learners design different notices and posters on selected issues. ● Analytical thinking skills (Problem Solving) is enhanced as learners identify community needs to be addressed by posters. ● Environmental issues in education are developed as learners design different notices and posters on local tourist sites. 			<p>Link to Values:</p> <ul style="list-style-type: none"> ● Patriotism is enhanced as learners design posters on tourist attraction sites and community issues. ● Responsibility is enhanced as learners organise their learning in designing notices and posters. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Performing Arts as learners practise designing notices and posters in a useful skill. ● Social studies: the knowledge of tourist attraction sites in Kenya is relevant. 				
<p>Non-Formal Activities to Support Learning: Learners can design posters and notices in the wildlife club on tourism in Kenya</p>			<p>Suggested assessment Methods:</p> <ul style="list-style-type: none"> ● Standardized writing assessment ● Peer assessment ● Self-assessment 	
<p>Suggested Learning Resources: sample posters and notices, course books, English dictionary, print media, realia, charts, word games, substitution tables, puzzles and gap filling.</p>				

Assessment Rubric				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Outlining the format of presenting notices and posters.	Outlines with illustration the format of presenting notices and posters.	Outlines the format of presenting notices and posters.	Outlines the format of presenting a few notices and posters.	Attempts to outline the format of presenting few notices and posters with prompts.
Designing notices and posters on current issues.	Designs and classifies notices and posters on current issues as well as assist peers	Designs notices and posters on current issues	Designs a few notices and posters on current issues.	Attempts to design few notices and posters on current issues with prompts.

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners with Hearing Impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners who are Deaf will be grouped with those who are Hard of Hearing (those with residual speech or hearing). Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with Hearing Impairment to execute a simple school based CSL class activity. This activity can be done in 4-6 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with hearing impairment who may require more time to implement the CSL project.

CSL Skills to be covered

Research: Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.

Communication: Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively and observing keenly, asking questions, and presentation skills using varied modes.

Citizenship: Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.

Leadership: Learners will develop leadership skills as they take up various roles within the CSL activity.

Financial Literacy Skills: Learners will consider how to source and utilize resources effectively and efficiently.

Entrepreneurship: Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
Learners will be guided to consider the various PCIs provided in the subject in Grade 7 and choose one suitable to their context and reality.	<p>By the end of the CSL class activity, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community; c) design solutions to the identified problem; d) implement solution to the identified problem; 	<ul style="list-style-type: none"> ● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. ● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Learners brainstorm on the resources needed for the activity and source for them. ● In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. learners with hearing impairments to be supported in 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

	<p>e) share the findings to relevant actors;</p> <p>f) reflect on own learning and relevance of the project;</p> <p>g) appreciate the need to belong to a community.</p>	<p>preparation and selection of data collection methods and tools (questionnaires, focus group discussions and interviews).</p> <ul style="list-style-type: none"> ● In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher. ● In groups, learners collect data and record findings. Pair a learner who is deaf with a learner who is hard of hearing. In situations where learners cannot be paired, they should be supported by a sign language interpreter. Before realising the learners to the field, the teacher should brief the learners on social etiquette and safety. ● In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings. ● Based on the research report, learners implement a project to get solutions to the identified problem (Learners to be guided to adhere to safety precautions). ● Learners use feedback from peers and the school community to improve on the implementation of the project. ● In groups, learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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SUGGESTED MODES OF ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> ● Observation ● Oral/signed question 	<ul style="list-style-type: none"> ● Notebooks ● pens ● digital devices ● Written questionnaires ● cameras ● sign language interpreter ● portfolio <p>NB; Depending on the PCI the learners choose to address, they should be guided on learning resources specific to the PCI.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a problem in the school community through research.	Identifies a problem in the school community through research and seeks for solutions.	Identifies a problem in the school community through research.	Identifies a problem in the school community.	Identifies a problem in the school community with prompts.
Planning to solve the identified problem.	Plans to solve the identified problem through generated data and support peers.	Plans to solve the identified problem.	Plans to solve the identified problem with prompts.	Plans to solve the identified problem with support.
Designing solutions to the identified problem.	Designs solutions to the identified problem using relevant strategies.	Designs solutions to the identified problem.	Designs solutions to the identified problem with guidance.	Has challenges designing solutions to the identified problem.

Implementing solution to the identified problems	Implements solution to the identified problem observing the necessary safety precautions.	Implements solution to the identified problem	Implements solution to the identified problems with guidance.	Implements solution to the identified problems with support
Sharing the findings to relevant actors	Shares the findings to relevant actors recommending sustainable solutions.	Shares the findings to relevant actors.	Shares some findings with relevant actors	Shares some findings to relevant actors with prompts.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS

Listening and Speaking/Observing and Articulating signs/fingerspelling	Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> ● Oral/ sign reading or dictation recitations ● Role play ● Debates ● Oral interviews ● Dialogues ● Oral/signed discussions ● Oral/ signed presentations ● Public speaking ● Peer assessment ● Self-assessment and standardised listening assessments 	<ul style="list-style-type: none"> ● Reading aloud ● Dictation ● Oral/ signed interviews ● Question and answer <ul style="list-style-type: none"> •Learner summaries of what they read ● Learner journals ● Learner portfolios ● Peer assessment ● Self-assessment and standardised reading assessments ● Keeping a record of books read 	<ul style="list-style-type: none"> ● Tasks such as multiple choice ● Discrimination ● Gap-filling ● Short-answer ● Dialogue-completion, information gap ● Role play ● Simulation ● Matching tasks ● Substitution tables ● Word games ● Puzzles 	<ul style="list-style-type: none"> ● Learner journals ● Peer assessment ● Self-assessment ● Portfolio ● dictation ● Standardised writing assessment

APPENDIX 2 SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none"> ● Dictionaries ● Posters ● Models ● Workbooks ● Manilla papers ● Word trees ● Storybooks ● Poetry books ● Pictures and photographs ● Newspapers ● Magazines ● Junior Encyclopaedia ● Journals ● Course books ● Diorama ● Flash cards ● Word wheels ● Word puzzles ● Code words ● Charts and realia 	<ul style="list-style-type: none"> ● Digital course books ● Games ● Songs ● Digital story books ● Pictures and photographs ● Journals ● Electronic and digital devices ● Electronic or online dictionaries ● Flash cards ● Charts ● Video clips ● Audio-visual resources ● Other web resources

APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
<ul style="list-style-type: none"> ● Participation in poetry recitations during music and drama festivals ● Interclass or club debating contests ● Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations ● Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others to enhance fluency. ● Participate in music festivals to hone communication and listening skills 	<ul style="list-style-type: none"> ● Reading news during assemblies and other school functions ● Virtual tours using Google maps and establishing the direction of various locations using Google maps ● Collecting different forms of oral literature from their community for a school magazine. ● Showcasing short plays, conversational poems or choral verses within or without the school ● Participating in Journalism Club Activities to improve reading 	<ul style="list-style-type: none"> ● Essay writing competitions on different topics ● Hot seating sessions to enhance their language competence ● Language symposiums to sharpen their language capacity ● Word based sports or games for example crossword puzzles or scrabble ● Shadowing language users ● Language drills ● Announcement posters and advertising of school activities as a practice 	<ul style="list-style-type: none"> ● Essay writing competitions ● Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. ● Interclass or school Spelling contests ● Letter writing drills ● Mentorship in writing ● Report writing based on activities such as school sports and games