



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

**GRADE 7**

**SOCIAL STUDIES 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), 21<sup>st</sup> 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.

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## **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 21<sup>st</sup> 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’.

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## **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 21<sup>st</sup> 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 adaption 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.

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## TIME ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
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
	<b>Total</b>	<b>45</b>

## 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.

**iii) 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.

**vi) 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 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**

Social Studies is an integrated subject including aspects of History, Geography and Citizenship. It is the study of change and development in society over time. It enables the learner with hearing impairments to understand and evaluate how past human action has an impact on the present and how it influences the future. It also involves the study of the natural and historic built environments. It examines both physical and human processes over space and time. It encourages civic responsibility and responsible leadership, including raising current social and environmental concerns. It prepares the learner for local, regional, national and global responsibility. The subject aims at providing the learner with hearing impairments with knowledge, skills, values and attitudes necessary for good character formation to enable him or her to live harmoniously in the family and society. The main theme of Social Studies is ‘Living Together’ Social Studies will enable the learner with hearing impairments to be aware and be concerned about the welfare of others, protect the environment and be active at community, national, regional and global levels.

Social Studies highlights essential functions of education related to the formation of citizenship and promotion of social cohesion. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education. The purpose of social studies is to enable the learner with hearing impairments to make informed decisions for the public good as a citizen of a culturally diverse democratic society. It deals with people, interpersonal relationships, and their culture and how they relate to natural and historic built environments. The environment contains resources that enable people to survive. As people live together, they establish systems of governance. Social Studies enables the learner with hearing impairments to gain understanding of basic principles of national values, democracy, social, economic and political developments. Further, Social Studies facilitate the learners with hearing impairments to gain a realization of their place, privileges, rights and responsibilities as citizens, at local, national, regional and global levels.

Social Studies is anchored on the tenets of the Constitution of Kenya, Kenya Vision 2030, the National Goals of Education and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with Africa Agenda 2063 and the Strategic Objective 10, of the Continental Education Strategy for Africa 2016-2025 which envision “an integrated, prosperous and peaceful Africa. In addition, Social Studies addresses the 2017 AU Ministers of Education Decision to integrate General History of Africa in School Curricula and aspirations of SDG 4: target 7 and Goal 16.

Theories of learning such as Jean Piaget’s theory of cognitive development, Lawrence Kohlberg theory of moral development, Dewey’s social constructivism and Vygotsky’s socio- cultural development theory have informed the development of this design. Social Studies will prepare the learners with hearing impairments for the social sciences pathway in senior school.

As learners with hearing impairments experience learning in Social Studies, it is advisable that they are exposed to varied learning experiences, make use of visual aids such as maps, charts, pictures, photographs and realias, resource persons and field trips to simplify abstracts concepts. It

is also advisable for learners with hearing impairment to be guided in pairs or groups as they undertake different learning experiences for peer support and mentorship. To cater well for both categories of learners who are Hard of Hearing and learners who are Deaf, the teacher should use proper articulation of signs with correct mouth movement when facilitating learning.

### **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Demonstrate an understanding of historical concepts, historical sources and evidence for development of identity and sense belonging
2. Appreciate and be proud of the Kenyan cultural heritage and be willing to further develop, preserve and share it globally
3. Contribute to construction and advancement of the social, economic and political development necessary for learning and living
4. Develop and apply values and basic principles of democracy, governance, human rights and roles as a responsible citizen
5. Cultivate respect and appreciation for diversity and differences that contribute to international understanding for mutual social responsibility
6. Understand the value of environment , resources and their influence on human activities to use, manage and conserve for sustainable development
7. Contribute to the management of contemporary and pertinent issues as informed, engaged, ethical and responsive citizen
8. Develop and apply social research and digital literacy competencies to interpret phenomena for problem solving in society

**STRAND 1.0: SOCIAL STUDIES**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>1.0 Social Studies.</b></p>	<p><b>1.1 Career and Entrepreneurial Opportunities in Social Studies. (3 Lessons)</b></p>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <p>a) analyze importance of social studies for personal development and service to humanity,</p> <p>b) explore career opportunities related to social studies in Kenya and globally,</p> <p>c) examine entrepreneurial opportunities for Social Studies in society,</p> <p>d) apply appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies,</p> <p>e) recognise biological differences devoid of stereotypes in career choices and entrepreneurial</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, brainstorm the importance of social studies for personal development service to humanity.</li> <li>● In pairs, use relevant print or electronic media in pairs, to explore careers in social studies in Kenya and globally and share in class.</li> <li>● Create a list of careers in history, geography and citizenship education from a list of university career options and compare with the list of peers.</li> <li>● In groups, discuss the suitable careers in social studies and journal them.</li> <li>● In groups brainstorm on entrepreneurial opportunities for Social Studies in the society in groups and share with other groups in class.</li> <li>● Create posters of entrepreneurial opportunities in Social Studies in society and display it in class for peer assessment.</li> <li>● Engage a resource person to share on prevention of gender stereotypes associated with careers, in mentorship and job shadowing sessions in Social Studies careers</li> </ul>	<ol style="list-style-type: none"> <li>1. How do careers and entrepreneurial opportunities emanating from Social Studies serve self and humanity?</li> <li>2. How can we demonstrate respect for one’s gender identity in pursuit of career and entrepreneurial opportunities in Social Studies?</li> </ol>

		<p>opportunities in social studies,</p> <p>f) demonstrate respect for one's gender identity in pursuit of Social Studies careers and entrepreneurial opportunities,</p> <p>f) appreciate the role of social studies in career choice for promotion of social cohesion.</p>	<p>and sensitization.</p> <ul style="list-style-type: none"> <li>● Initiate and develop class rules that discourage gender Stereotypes in career choices and display them in class.</li> <li>● Develop communication messages and create talking walls with slogans on gender equity and careers either individually or in groups.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners initiate and develop class rules that discourage gender stereotypes in career choices.</li> <li>● <b>Communication and collaboration</b> as learners in groups brainstorm on the importance of social studies for personal development and service to humanity.</li> <li>● <b>Critical Thinking and Problem Solving</b> as learners initiate and develop class and club rules that discourage gender stereotypes.</li> <li>● <b>Learning to learn</b> as learners engage a resource person on prevention of gender stereotypes associated with careers, in mentorship and job shadowing sessions on Social Studies.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Self-Management Skills; Self-awareness</b> is promoted as learners identify suitable careers in social studies.</li> <li>● <b>Citizenship: Human rights and responsibilities</b> as learners address gender stereotypes associated with career choices in school and the community.</li> <li>● <b>Analytical thinking Skills; Decision Making</b> is enhanced as learners explore careers and entrepreneurial opportunities related to Social Studies.</li> <li>● <b>Analytical thinking Skills: Problem Solving</b> is enhanced as learners apply appropriate strategies for addressing gender stereotypes associated with career choices in school and the community.</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity</b> is enhanced as learners in groups, brainstorm on the importance of social studies for personal development service to humanity.</li> <li>● <b>Social Justice</b> is nurtured as learners Initiate and develop class rules that discourage gender stereotypes in career choices.</li> </ul>	

<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Computer Science</b> as learners use digital devices to explore careers in Social Studies in Kenya and globally.</li> <li>● <b>Pre-Technical and Pre- Career Studies</b> as learners explore careers in social studies in Kenya and globally.</li> <li>● <b>Business Studies</b> as learners brainstorm on entrepreneurial opportunities in Social Studies.</li> <li>● <b>Hindu Religious Education, Islamic Religious Education and Christian Religious Education</b> as learners promote human dignity and equality before God and value biological differences devoid of stereotypes.</li> <li>● <b>English</b> as learners develop communication messages and create talking walls with slogans on gender equity and careers.</li> </ul>	
<p><b>Non formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners hold peer led symposia on careers and entrepreneurial opportunities in Social Studies.</li> <li>● Learners develop simple guidelines on respecting gender identity during clubs and societies meetings.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed Questions</li> <li>● Teacher made tests</li> <li>● Observation</li> <li>● Peer assessment</li> </ul>
<p><b>Suggested Learning Resources:</b> Approved textbooks and other printed resources, digital devices, library, internet sources, display boards, charts, posters, journals, career brochures,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Analysing the importance of Social Studies for personal development and service to humanity.</b>	Analyses the importance of Social Studies for personal development and service to humanity and support peers.	Analyses the importance of Social Studies for personal development and service to humanity.	Highlights the importance of Social Studies for personal development and service to humanity.	States the importance of Social Studies for personal development and service to humanity.
<b>Exploring career opportunities related to social studies in Kenya and globally.</b>	Explores and outlines career opportunities related to social studies in Kenya and globally.	Explores career opportunities related to social studies in Kenya and globally.	Highlights career opportunities related to social studies in Kenya and globally.	States career opportunities related to social studies in Kenya and globally.
<b>Examining entrepreneurial opportunities for Social Studies in the society.</b>	Examines entrepreneurial opportunities for Social Studies in the society and support peers.	Examines entrepreneurial opportunities for Social Studies in the society.	Highlights entrepreneurial opportunities for Social Studies in the society.	States entrepreneurial opportunities for Social Studies in the society.



<b>Applying appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies.</b>	Explores and applies appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies.	Applies appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies.	States appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies.	States appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies, with prompts.
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**STRAND 2.0: NATURAL AND THE BUILT ENVIRONMENTS IN AFRICA**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p><b>2.0 Natural and Historic Built Environments in Africa</b></p>	<p><b>2.1 Maps and Map Work (5 Lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) describe the position, shape and size of Africa,</li> <li>b) identify the countries that make up the African continent,</li> <li>c) use latitudes and longitudes to locate places and features on a map,</li> <li>d) calculate the time of different places in the world using longitudes,</li> <li>e) distinguish pictures, plans and maps as used in social studies,</li> <li>f) examine the three types of maps used in social studies,</li> <li>g) recognize the importance of maps in day to day lives.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, discuss the position, shape and size of Africa and share in class.</li> <li>● In groups, discuss and list the countries that make up Africa and compare with other groups in class.</li> <li>● In groups, fingerspell and sign the countries that make up Africa and journal them.</li> <li>● Draw a map of Africa and indicate the countries that make up Africa and display in class.</li> <li>● In pairs, use print or electronic media to establish the position and location of places and features on a map and share in class.</li> <li>● In pairs, practice calculating time of different places using longitudes and assess each other.</li> <li>● In groups, use pictures,</li> </ul>	<ul style="list-style-type: none"> <li>1. How do we locate places and features on a map?</li> <li>2. How are latitudes and longitudes useful in day-to-day lives?</li> </ul>

			<p>plans and maps and differentiate the three as used in social studies and share in class.</p> <ul style="list-style-type: none"> <li>● In groups, carry out research on the three types of maps used in Social Studies and make summary notes and present in class. <i>(Topographical maps, Sketch maps and Atlas Maps).</i></li> <li>● In groups, discuss the uses of different types of maps and present in class.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners take pride and have a sense of belonging Africa, as they describe the position, shape and size of Africa.</li> <li>● <b>Communication and collaboration</b> as learners practice in pairs calculating time of different places using longitudes.</li> <li>● <b>Digital Literacy</b> as learner use digital devices to establish the position and location of places and features on a map.</li> <li>● <b>Creativity and Imagination</b> as learners draw a map of Africa and indicate the countries that make up Africa.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Environmental Education</b> is promoted as learners use latitudes and longitudes to locate the position of places and features on a map.</li> <li>● <b>Life skills; Self-esteem</b> as learners draw a map of Africa and indicate the countries that make up Africa and display in class.</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism</b> is enhanced as learner identify with their country Kenya as they draw a map of Africa and indicate the countries that make up Africa and display in class.</li> <li>● <b>Unity</b> is enhanced as learners work in groups to brainstorm the position, shape and size of Africa and share the points in class.</li> </ul>	
<p><b>Link to other Subject:</b></p> <ul style="list-style-type: none"> <li>● <b>Computer Science</b> as learner use digital devices to practice calculating time of different places using longitudes</li> <li>● <b>Mathematics</b> as learners use longitudes to calculate time of different places in the world</li> <li>● <b>English</b> as learners brainstorm in groups, the position, shape and size of Africa and share their ideas in class.</li> </ul>				

- **Kenyan Sign Language** as learners in groups, fingerspell and sign the countries that make up Africa and journal them.

**Non formal Activities to support Learning:**

- Learners use longitudes to calculate time as they move in different parts of the country during sports, music festivals or field trips.

**Suggested Modes of Assessment:**

- Oral/signed Questions
- Teacher made tests
- Observation
- Peer assessment

**Suggested Learning Resources:**

Print and electronic maps, globe, , plans, pictures, digital devices, approved textbooks and other printed resources, Internet sources, display boards, charts,

**Assessment Rubric**

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<b>Describing the position, shape, and size of Africa.</b>	Describes and illustrates the position, shape and size of Africa.	Describes the position, shape and size of Africa.	Highlights the position, shape and size of Africa.	States the position, shape and size of Africa.
<b>Identifying the countries that make up the African continent.</b>	Identifies the countries that make up the African continent and group them into their respective regions.	Identifies the countries that make up the African continent.	Identifies some countries that make up the African continent.	Identifies some countries that make up the African continent with prompts.
<b>Using latitudes and longitudes to locate places and features on a map.</b>	Uses latitudes and longitudes to locate places and features on a map and supports peers.	Uses latitudes and longitudes to locate places and features on a map.	Uses latitudes and longitudes to locate some of the places and features on a map.	Uses latitudes and longitudes to locate some of the places and features on a map with prompts.

<b>Calculating time of different places in the World using Longitudes.</b>	Calculates and explain time of different places in the World using Longitudes.	Calculates time of different places in the World using Longitudes.	Calculates time of some places in the World using Longitudes.	Calculates time of some places in the World using Longitudes with support.
<b>Distinguishing pictures, plans and maps as used in Social Studies.</b>	Distinguishes and explains how pictures, plans and maps are used in Social Studies.	Distinguishes pictures, plans and maps as used in Social Studies	Distinguishes pictures, plans and maps as used in Social Studies with prompts	Distinguishes some of the pictures, plans and maps as used in Social Studies with support.
<b>Examining the three types of maps used in Social Studies.</b>	Examines and explains the three types of maps used in Social Studies.	Examines the three types of maps used in Social Studies.	Outlines the three types of maps used in Social Studies.	Mentions the three types of maps used in Social Studies with prompts.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (S)</b>
<b>2.0 Natural and the Built Environments in Africa</b>	<b>2.2 The Earth and the Solar system  (5 Lessons)</b>	<b>By the end of the sub strand, the learner should be able to;</b> a) describe the origin, size, shape and position of the earth in the solar system, b) examine the effects of rotation and revolution of the earth on human activities, c) illustrate the internal structure of the earth in the solar system, d) appreciate the effects of rotation	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>● In pairs, use relevant print or electronic media to find out theories explaining the origin of the earth (<i>the passing star theory and the Nebula theory</i>) and present the findings in class.</li> <li>● In pairs, observe an electronic or print image of the solar system, discuss the position shape and size of the earth and share with peers in</li> </ul>	<ol style="list-style-type: none"> <li>1. How did the earth come into being?</li> <li>2. Why is it important to study the solar system?</li> </ol>

		<p>and revolution of the earth on human activities.</p>	<p>class.</p> <ul style="list-style-type: none"> <li>● In groups, use print resources or digital devices to find out the size, shape and position of the earth in the solar system and make a class presentation.</li> <li>● Draw the solar system and indicate the position of the earth in the solar system and display for peer assessment.</li> <li>● Model the solar system and show the position of the earth and display in class.</li> <li>● Watch a signed audio-visual clip/captioned audio visual clip on rotation and revolution of the earth and brainstorm the difference in class.</li> <li>● In pairs, carry out a library or online research on effects of rotation and revolution of the earth on human activities and make a class presentation on the findings.</li> <li>● In pairs, use available digital devices to search the internal structure of the earth and share in class.</li> <li>● Draw the internal structure of the earth and display in class (<i>core, mantle and crust</i>).</li> </ul>	
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**Core Competencies to be developed:**

- **Learning to learn** as learners do library or online research on effects of rotation and revolution of the earth on human activities.
- **Self-efficacy** as learner models the solar system and shows the position of the earth and display in class.
- **Citizenship** as learner draws the solar system and indicates the position of the earth as the home of humankind.
- **Creativity and Imagination** as learner model the internal structure of the earth, display in class, do gallery walk to peer assess the models.
- **Digital Literacy** as learners use available digital devices to search the internal structure of the earth.

**Pertinent and Contemporary Issues (PCIs):**

- **Environmental Education** is promoted as learner examines the effects of rotation and revolution of the earth on human activities.
- **Self-management Skills;** Self Esteem is enhanced as learners draw the solar system and indicate the position of the earth in the solar system and display for peer assessment.

**Link to Values:**

- **Respect** is nurtured as learners work together in groups and in pairs.
- **Responsibility** is nurtured as learners take care of the learning resources available to them.

**Non formal Activities to Support Learning:**

- Learners play games drawing the solar system and positioning the earth, on the ground.
- Learners model the solar system.

**Suggested Modes of Assessment:**

- Oral/signed Questions
- Teacher made tests
- Observation
- Peer assessment
- Project Work

**Suggested Learning Resources:**

Approved textbooks and other print resources, photographs, digital devices pictures, models of the solar system, internet sources, captioned audio-visual clips on rotation and revolution, display boards,

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Describing the origin, size, shape and position of the earth in the solar system.</b>	Describes the origin, size, shape and position of the earth in the solar system using illustrations.	Describes the origin, size, shape and position of the earth in the solar System.	Highlights the origin, size, shape and position of the earth in the solar system.	Mentions the origin, size, shape and position of the earth in the solar system.
<b>Examining the effects of rotation and revolution of the earth on human activities.</b>	Examines giving examples, the effects of rotation and revolution of the earth on human activities.	Examines the effects of rotation and revolution of the earth on human activities.	Highlights the effects of rotation and revolution of the earth on human activities.	Mentions the effects of rotation and revolution of the earth on human activities.
<b>Illustrating the internal structure of the earth in the solar system.</b>	Illustrates and explains the internal structure of the earth in the solar system	Illustrates the internal structure of the earth in the solar system.	Illustrates some components of the internal structure of the earth in the solar system..	States some components of the internal structure of the earth, but has challenges illustrating in the solar system.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Natural and the Built Environments In Africa</b>	<b>2.3. Weather (5 Lessons)</b>	<b>By the end of the sub strand, the learner should be able to;</b> a) describe the elements of weather in the environment, b) explain the factors considered when siting a weather station, c) examine the significance of	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>● In groups, brainstorm on the elements of weather, fingerspell and sign them and share with other groups in class.</li> <li>● In pairs, use print or digital devices to describe the elements</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people respond to different elements of weather?</li> <li>2. How can we predict change</li> </ol>



		<p>weather to human environment,</p> <p>d) analyse data on weather conditions in the environment,</p> <p>e) interpret data on weather conditions in the environment,</p> <p>f) construct selected instruments for measuring elements of weather,</p> <p>g) respond appropriately to different weather conditions in the environment.</p>	<p>of weather in the environment and make a presentation in class.</p> <ul style="list-style-type: none"> <li>● In pairs, practice to analyse and interpret data on weather conditions in the environment and make a report in class.</li> <li>● In pairs, calculate and record weather conditions in the local environment (<i>temperature, rainfall</i>) and compare with peers in class.</li> <li>● In groups, discuss, the factors to consider when siting a weather station and share in class.</li> <li>● Use locally available materials to construct selected instruments for measuring elements of weather (<i>a rain gauge/ wind vane/windsock</i>) and peer assess.</li> <li>● Brainstorm on significance of weather to human environment and how to appropriately change to varied weather conditions</li> <li>● Compose songs and poems on the significance of weather to human environment and how to respond to various weather conditions.</li> <li>● Sing/sign sing and recite/sign songs and poems on the significance of weather to human</li> </ul>	<p>in weather conditions?</p>
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			environment and how to respond appropriately.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration</b> as learners, in groups, discuss the factors to consider when siting a weather station.</li> <li>● <b>Learning to learn</b> as learner measure, record, analyse and interpret weather data in the local environment.</li> <li>● <b>Digital literacy</b> as learner use appropriate digital resources to describe elements of weather, analyse and interpret data on weather conditions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Safety issues: Disaster risk reduction</b> is promoted as learners acquire knowledge on weather elements, their effects and how to respond appropriately to different weather conditions.</li> </ul>		<p><b>Link to Values</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility is</b> nurtured as learners carefully handle instruments for measuring weather elements, analyse and interpret weather data using digital resources.</li> <li>● <b>Respect and love</b> for one another is nurtured as learners work together in groups and in pairs.</li> </ul>		
<p><b>Link to other Subject:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners discuss, the factors to consider when siting a weather station and as they do class presentations</li> <li>● <b>Kenyan Sign Language</b> as learners in groups, brainstorm on the elements of weather, fingerspell and sign them and share with other groups in class.</li> <li>● <b>Mathematics</b> as learners work in pairs to calculate and record weather data.</li> <li>● <b>Computer Science</b> as learners use available digital resources to describe the elements of weather in the environment and analyse and interpret data on weather conditions.</li> <li>● <b>Performing Arts</b> as learners compose and sing/sign sing songs or recite/sign poems on the significance of weather to human environment.</li> </ul>				
<p><b>Non Formal Activities to Support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners discuss with peers on various weather elements they encounter in the different parts they may visit for sports and music festivals.</li> <li>● Demonstrate how to site a weather station in the school compound.</li> </ul>		<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed Questions</li> <li>● Teacher made tests</li> <li>● Observation</li> <li>● Project Work</li> </ul>		
<p><b>Suggested Learning Resources:</b> local and extended environment, realia, electronic and print maps, photographs, pictures and, vetted digital devices, approved textbooks and other printed resources, display boards,</p>				

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Describing the elements of weather in the environment.</b>	Explores the elements of weather in the environment.	Describes the elements of weather in the environment.	Describes some of the elements of weather in the environment.	States some of the elements of weather in the environment.
<b>Analysing data on weather conditions.</b>	Analyses data on weather conditions and supports peers.	Analyses data on weather conditions.	Analyses data on weather conditions with prompts.	Reads data on weather conditions.
<b>Interpreting data on weather conditions.</b>	Interprets data on weather conditions and supports peers.	Interprets data on weather conditions.	Interprets data on weather conditions with prompts.	Interprets data on weather conditions with support.
<b>Explaining the factors considered in siting a weather station.</b>	Explores the factors considered in siting a weather station.	Explains the factors considered in siting a weather station.	Highlights the factors considered in siting a weather station.	States some of the factors considered in siting a weather Station.
<b>Constructing selected instruments for measuring elements of weather (rain gauge or wind vane).</b>	Constructs selected instruments for measuring elements of weather ( <i>rain gauge or wind vane</i> ) and supports peers.	Construct s selected instruments for measuring elements of weather( <i>rain gauge or wind vane</i> )	Constructs some of the selected instruments for measuring elements of weather ( <i>rain gauge or wind vane</i> )	Constructs some of the selected instruments for measuring elements of weather( <i>rain gauge or windvane</i> ) with support.
<b>Examining the significance of weather to human environment</b>	Examines the significance of weather to human environment and supports peers.	Examines the significance of weather to human environment.	Describes the significance of weather to human environment.	States the significance of weather to human environment.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Natural and Built Environment Africa</b>	<b>2.4 Historical Information (4 Lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) identify various sources of historical information in the society,</li> <li>b) distinguish between primary and secondary sources of historical information,</li> <li>c) explore how various sources of historical information have been preserved over the years,</li> <li>d) assess the significance of various sources of historical information in providing evidence of past human accounts,</li> <li>e) recognize sources of historical information in understanding past human accounts,</li> <li>f) acknowledge the use of various sources of historical information in the</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use relevant print or digital devices to find out sources of historical information in the society and share in class.</li> <li>● In groups, design posters on primary and secondary sources of historical information in the society and display in class.</li> <li>● In groups, discuss ways of preserving sources of historical information, journal and present in class.</li> <li>● Debate on the significance of various sources of historical information in providing evidence of past human accounts and make summary notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does the past shape the present and future?</li> <li>2. How significant are sources of historical information in understanding past human accounts?</li> </ol>

		study of the past.		
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration</b> as learners discuss, in groups, ways of preserving historical sources of historical information.</li> <li>● <b>Self-Efficacy</b> as learners express themselves with clarity as they debate on the significance of historical information.</li> <li>● <b>Digital Literacy</b> as learners find out the sources of historical information using appropriate media.</li> <li>● <b>Citizenship</b> as learners learn about sources of historical information and explore how the historical sources of information have been preserved.</li> </ul>				
<p><b>Pertinent and Contemporary Issues( PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Social Awareness Skills; Effective communication</b> is enhanced as learners express themselves as they debate on the significance sources of historical information to the society.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism</b> is enhanced as learners explore different ways of preserving historical information.</li> <li>● <b>Unity</b> is nurtured as learners work together designing posters on sources of primary and secondary sources of historical information and display them in class</li> <li>● <b>Responsibility</b> is nurtured as learners care for learning resources and s they discuss ways to preserve historical information.</li> </ul>		
<p><b>Link to other Subject:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners discuss, in groups, sources of historical information in the society and debate on the significance of historical sources of information in the society.</li> <li>● <b>Visual Arts</b> as learners design posters on sources of primary and secondary sources of historical information in the society.</li> <li>● <b>Computer Science</b> as learners use appropriate media/digital devices to find out sources of historical information in the society and share in class.</li> </ul>				
<p><b>Non Formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners visit a nearby museum to identify sources of historical information and how they are preserved.</li> <li>● Learner identify and collect sources of historical information as they move in different parts for sport activities, music festivals or symposiums and preserve them in the school cultural room.</li> </ul>		<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed Questions</li> <li>● Teacher made tests</li> <li>● Observation</li> <li>● Project Work</li> </ul>		

**Suggested Learning Resources:**

Local and extended environment, photographs, pictures and paintings, internet sources, digital resources, approved textbooks and other printed resources, artefacts, museum, monuments, cultural and historical sites, newspaper cuttings, libraries, posters, charts,

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Identifying sources of historical information in the society.</b>	Explores sources of historical information in the society and assists peers.	Identifies sources of historical information in the society	Identifies some of the sources of historical information in the society	Identifies some of the sources of historical information in the society with prompts.
<b>Distinguishing between the primary and secondary sources of historical information in the society</b>	Distinguishes, giving examples, between the primary and secondary sources of historical information in the society.	Distinguishes between the primary and secondary sources of historical information in the society.	Distinguishes between the primary and secondary sources of historical information in the society with prompts.	Distinguishing between the primary and secondary sources of historical information in the society with assistance.
<b>Exploring how sources of historical information have been preserved in society.</b>	Explores how the sources of historical information have been preserved in society and supports peers.	Explores sources of historical information have been preserved in the society	States how some of the sources of historical Information have been preserved in the society.	Mentions how some of the sources of historical information have been preserved in society.
<b>Assessing the significance of sources of historical information in providing evidence of past human accounts.</b>	Assesses the significance of sources of historical information in providing evidence of past human accounts and gives examples.	Assesses the significance of sources of historical information in providing evidence of past human accounts.	Describes the significance of sources of historical information in providing evidence of past human accounts.	States the significance of sources of historical information in providing evidence of past human accounts.

**STRAND 3.0: PEOPLE AND POPULATION**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
<p><b>3.0 People and Population</b></p>	<p><b>3.1 Human Origin</b>  (4 Lessons)</p>	<p><b>By the end of the sub strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) explore traditional stories of human origin from selected African communities,</li> <li>b) explain the religious stories about the origin of humankind,</li> <li>c) examine factors proving that Africa is the cradle of humankind,</li> <li>d) record traditional stories about the origin of humankind in society,</li> <li>e) appreciate the various stories of human origin for self-identity.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, compare the different traditional stories on human origin and make a class presentation.</li> <li>● Engage a resource person to share on the traditional and religious stories on human origin and journal their findings.</li> <li>● In groups, discuss and present in class on religious stories about the origin of humankind.</li> <li>f) In pairs, conduct a library or online research and write essays on factors proving that Africa is the cradle of humankind, and present their findings in class.</li> <li>● In groups, watch an audio-visual clip with closed captions on features proving that Africa is the cradle of humankind and share with others in class.</li> <li>● In groups, discuss ways of recording traditional stories about the origin of humankind</li> </ul>	<ul style="list-style-type: none"> <li>1. Where did we come from?</li> <li>2. Why Africa is considered the cradle of Humankind?</li> </ul>



			<p>in society and compare with other groups.</p> <ul style="list-style-type: none"> <li>● Develop communication messages on Africa as the cradle of humankind and display them in schools.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration</b> as learners work together in groups to compare different stories on human origin.</li> <li>● <b>Creativity and Imagination</b> as learners develop communication messages on Africa as the cradle of humankind.</li> <li>● <b>Digital Literacy</b> as learners use print and electronic media resources to search for information on human origin.</li> <li>● <b>Citizenship</b> as learners identify with the information on traditional myths in the community on human origin.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Life Skills; Self-awareness</b> is enhanced as learners work in groups to compare different stories on human origin and as they do a library research and write essays on human evolution in Africa.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity</b> as learners work in groups to compare the different stories on Human Origin.</li> <li>● <b>Respect</b> as learners engage a resource person to discuss the traditional and religious stories on human origin.</li> </ul>		
<p><b>Link to other Subject:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners converse and document facts emerging from the discussions.</li> <li>● <b>Computer Science</b> as learners use digital devices to search for information about human origin.</li> </ul>				
<p><b>Non-formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>● Learners create posters or communication messages or videos on human origin and share with the school community.</li> <li>● Learners debate on factors proving that Africa is the cradle of humankind.</li> <li>● Learners visit the museum/historical sites to view artefacts and remains of human origins.</li> </ul>		<p><b>Suggested mode of assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral /Signed questions</li> <li>● Written tests</li> <li>● Project work</li> <li>● Observation</li> </ul>		
<p><b>Suggested Learning Resources;</b> Resource persons, print and electronic maps, Digital devices, Charts, approved textbooks and other printed resources, internet sources, library resources, museums and artefacts, signed audio visual clips,</p>				

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Exploring the traditional stories of human origin from the selected African communities</b>	Explores traditional stories of human origin from the selected African communities and support peers.	Explores traditional stories of human origin from the selected African communities.	Narrate the traditional stories of human origin from the selected African communities.	Tells the traditional stories of human origin from some of the selected African communities.
<b>Explaining the religious stories about origin of humankind</b>	Explores the religious stories of the origin of humankind.	Explains the religious stories of the origin of humankind.	Highlights religious stories about the origin of humankind.	Mentions the religious stories of the origin of humankind.
<b>Examining factors proving that Africa is the cradle of humankind</b>	Examines factors proving that Africa is the cradle of humankind and support peers.	Examines factors proving that Africa is the cradle of Humankind.	Describes the factors proving that Africa is the cradle of humankind.	States the factors proving that Africa is the cradle of humankind.
<b>Recording traditional stories about the origin of humankind in society</b>	Records traditional stories about the origin of humankind in society and support peers.	Record traditional stories about the origin of humankind in society.	Record traditional stories about the origin of humankind in society with prompts.	Record some traditional stories about the origin of humankind in society with support.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>3.0 People and Population</b></p>	<p><b>3.2 Early Civilization (4 Lessons)</b></p>	<p><b>By the end of the sub-strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) explain the terms; state, kingdom and empire as used in Social Studies,</li> <li>b) explore factors that led to growth of the selected ancient Kingdoms in Africa,</li> <li>c) locate the selected ancient kingdoms on a map of Africa,</li> <li>d) assess the contributions of early African civilization to the modern world,</li> <li>e) appreciate the contribution of early civilization to the development of modern world.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Use digital devices or print resources to research on the meaning of <i>state, kingdom and empire</i> as used in Social Studies and share in class.</li> <li>● In groups fingerspell and sign the terms; <i>state, kingdom and empire</i> and give examples of each.</li> <li>● In pairs, conduct an online or library research on the factors which led to growth of ancient Egypt, Great Zimbabwe and Kingdom of Kongo and present their findings in class.</li> <li>● In pairs, use print or electronic maps of Africa to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo and share with others in class.</li> <li>● Draw an outline of the map of Africa and indicate the locations of ancient Egypt, Great Zimbabwe and the Kingdom of Kongo and display it in class for peer assessment.</li> <li>● In groups, discuss and journal the contributions of early African civilization to the modern world and compare with other groups in</li> </ul>	<p><b>Key Inquiry Questions</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to study early African civilization today?</li> <li>2. How has early African civilization contributed to the development of modern world?</li> </ol>

			<p>class.</p> <ul style="list-style-type: none"> <li>● In pairs, conduct a library research on the contribution of early African civilization to the modern world and make summary notes.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration</b> as learners in groups, brainstorm factors that led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.</li> <li>● <b>Digital Literacy</b> as learners use electronic maps to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo on a map of Africa and view an audio-visual documentary on the contribution of early African civilization to the modern world.</li> <li>● <b>Learning to learn</b> as learners conduct a library research on the contribution of early African civilization to the modern world.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Self-esteem</b> is enhanced as learner brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo</li> <li>● <b>Citizenship; Social cohesion</b> is promoted as learner conduct a library research on contribution of early African civilization to the modern world</li> <li>● <b>Citizenship; Good Governance</b> is promoted as learners explain factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility is developed</b> as learners use and care for print or digital resources</li> <li>● <b>Respect is enhanced</b> as learners in groups, brainstorm factors, which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.</li> <li>● <b>Unity</b> is enhanced as learners discuss in groups the contribution of early African civilization to the modern world.</li> </ul>	

<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>● <b>Computer Science</b> learners use digital devices to download map of Africa showing the location of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.</li> <li>● <b>English</b> as learners brainstorm on factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.</li> <li>● <b>Kenyan sign Language</b> as learners in groups, s fingerspell and sign the terms; <i>state, kingdom and empire</i> and give examples of each</li> </ul>	
<b>Non formal Activities to Support Learning:</b> <ul style="list-style-type: none"> <li>● Learners debate on the contribution of ancient civilization to the modern world.</li> </ul>	<b>Suggested Modes of Assessment</b> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> </ul>
<b>Suggested Learning Resources:</b> Digital devices, print and electronic maps of Africa, manila papers, charts, internet sourcess, approved textbooks and other printed resources, library, journals,	

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<b>Explain the terms; state, kingdom and empire as used in Social Studies</b>	Explains the terms; state, kingdom and empire as used in Social Studies and give example of each.	Explains the terms; state, kingdom and empire as used in Social Studies	Highlights the terms; state, kingdom and empire as used in Social Studies.	Highlights the meaning of; state, kingdom and empire as used in Social Studies with prompts.
<b>Explore factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.</b>	Explores factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom and support peers.	Explores factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Highlights some of the factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom with prompt.	State some of the factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom With assistance.
<b>Locating the selected ancient kingdoms on a map of Africa.</b>	Locates the selected ancient kingdoms on a map of Africa and support peers.	Locates the selected ancient kingdoms on a map of Africa.	Locates some of the selected ancient kingdoms on a map of	Locate some of the selected ancient kingdoms on a map of

			Africa.	Africa with prompts.
<b>Assessing the contributions of early African civilization to the modern world.</b>	Assesses the contributions of early African civilization to the modern world and assist peers.	Assesses the contributions of early African civilization to the modern.	Highlights some of the contributions of early African civilization to the modern.	States some of the contributions of early African civilization to the modern world with assistance.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (S)</b>
<b>3.0 People and Population.</b>	<b>3.3 Social Organization of selected African Communities up to 1900.</b>  (4 Lessons)	<b>By the end of the sub- strand, the learner should be able to;</b> a) describe the social organization of selected African communities up to 1900, b) compare the social organization of the selected African communities up to 1900, c) locate areas settled by the selected African communities on a map of Africa, d) Value the Kenyan and African rich cultural diversity among communities, e) desire to appreciate and promote positive social interactions among various communities.	<b>Learners are guided to:</b> <ul style="list-style-type: none"> <li>● In groups, brainstorm on the aspects of social organisation.</li> <li>● In pairs, use relevant print or digital devices to research on social organization of selected African communities up to 1900 (<i>The Ogiek, Zulu, Asante</i>) and share in class.</li> <li>● In groups discuss on the differences and similarities in social organization of the selected African communities up to 1900 and present in class.</li> <li>● Design a chart showing the differences and similarities in social organization of the selected African communities and display for peer assessment.</li> <li>● In pairs, observe print or electronic</li> </ul>	<ol style="list-style-type: none"> <li>1. How were African communities organized socially up to 1900?</li> <li>2. How can we promote positive social interactions among communities?</li> </ol>

			<p>maps, to identify the location of the selected African communities and share with peers in class.</p> <ul style="list-style-type: none"> <li>● Draw a map of Africa and indicate the areas settled by the selected African communities (The <i>Ogiek</i>, <i>Zulu</i>, <i>Asante</i>) and display for peer assessment.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration</b> as learners brainstorm in groups, the aspects of social organization of the selected African communities up to 1900 and as they debate on the differences and similarities in social organization of the selected African communities upto 1900.</li> <li>● <b>Digital literacy</b> as learners use digital devices to research on social organization of selected African communities up to 1900</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCI):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Social cohesion</b> is promoted as learners draw a map of Africa and indicate the areas settled by the selected African communities.</li> <li>● <b>Life Skills; Self-esteem</b> is enhanced as learners draw a map of Africa and indicate the areas settled by the selected African communities ( The <i>Ogiek</i>, <i>Zulu</i>, <i>Asante</i>)</li> </ul>		<p><b>Link to Values</b></p> <ul style="list-style-type: none"> <li>● <b>Respect</b> is nurtured as learners recognize each other’s contribution as debate on the differences and similarities in social organization of the selected African communities up to 1900</li> <li>● <b>Unity and Peace</b> are cultivated as learners brainstorm in groups, on the aspects of social organization of the selected African communities.</li> </ul>		
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b>, as learners brainstorm various aspects of social organisation of Africa communities up to 1900.</li> <li>● <b>Computer Science</b> as learners use digital devices to search for information on social organisation of selected communities.</li> <li>● <b>Visual Arts</b> as learners draw a map of Africa and indicate the areas settled by the selected African Communities(<i>Ogiek</i>, <i>Zulu</i>, <i>Asante</i>)</li> </ul>				
<p><b>Non formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners share and compare the various social aspects of their respective communities.</li> </ul>		<p><b>Suggested Modes of assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> </ul>		
<p><b>Suggested Learning Resources</b> Digital resources, approved text books and other printed resources, pictures, charts, Resource person,</p>				

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Describing the social organization of selected African communities up to 1900.</b>	Examines the social organisation of selected African communities up to 1900.	Describes the social organization of selected African communities up to 1900.	Highlights aspects of social organization of selected African communities up to 1900.	Mentions aspects of social organisation of selected African communities up to 1900.
<b>Comparing the social organization of the selected African communities up to 1900.</b>	Compares the social organization of selected African communities up to 1900 and supports peers.	Compares the social organization of selected African communities up to 1900.	Compares the social organization of the selected African communities up to 1900 with prompts.	Compares the social organization of the selected African communities up to 1900 with support.
<b>Locating the areas settled by the selected African communities on a map of Africa.</b>	Locates the areas settled by the selected African communities on a map of Africa and supports peers.	Locates the areas settled by the selected African communities on a map of Africa.	Locates the areas settled by some of the selected African communities on a map of Africa.	Locates the areas settled by some of the selected African communities on a map of Africa with prompts.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (S)</b>
<b>3.0 People and Population</b>	<b>3.4 Human Diversity and inclusion</b>  (4 lessons)	<b>By the end of the sub-strand, the learner should be able to;</b> a) identify personality attributes which make individuals different from others, b) categorize desirable and undesirable personality attributes in a multi-cultural society,	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>● In groups, brainstorm on the different personality attributes which make individuals different from others (<i>race, gender, religion, culture, disabilities...</i>) and present in class.</li> <li>● Role-play the unique</li> </ul>	<ol style="list-style-type: none"> <li>1. How do varied personalities shape society?</li> <li>2. Why is respect and appreciation of diversity crucial for social cohesion?</li> </ol>



		<p>c) investigate different components of human identity in a multicultural society;</p> <p>d) apply inclusion in day to day interactions,</p> <p>e) show respect to others to promote social cohesion,</p> <p>f) appreciate individual differences for social cohesion.</p>	<p>personality attributes to enhance self- awareness.</p> <ul style="list-style-type: none"> <li>● In pairs, carry out a library research on desirable and undesirable personality attributes in a multi-cultural society and present in class.</li> <li>● In pairs, use digital devices to search the internet on desirable and undesirable personality attributes in a multi-cultural society.</li> <li>● In pairs, use relevant print resources to find out different components of human identity in a multicultural society and share in class.</li> <li>● Debate and journal on ways of applying inclusion in day-to-day interactions and share with peers at schools.</li> <li>● Design posters on aspects of inclusion and display for peer assessment.</li> <li>● As a class, compose and recite /sign poems which propagate respect and appreciation of</li> </ul>	
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			diversity to promote social cohesion.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Self-efficacy</b> as learner confidently make class presentations on their findings and as they participate in debate fora.</li> <li>● <b>Communication and Collaboration</b> as learners, in groups, brainstorm personality attributes which make individuals different from others.</li> <li>● <b>Digital literacy</b> as learners use digital devices to search for desirable and undesirable personality attributes in a multicultural society.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Life skills; Self-esteem</b> is enhanced as learners make class presentations on their findings.</li> <li>● <b>Self-management Skills; Self-awareness</b> is promoted as learners role-play in class the unique personality attributes to enhance self-awareness.</li> <li>● <b>Citizenship; Social Cohesion</b> is promoted as learners debate on ways of applying inclusion in day-to-day interactions.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect</b> is cultivated as learners listen to each other as they brainstorm personality attributes which make individuals different from others.</li> <li>● <b>Social Justice</b> is promoted as learners debate on ways of applying inclusion in day to day interactions.</li> </ul>		
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Life Skills Education</b>, as learners brainstorm and categorize personality attributes into desirable and undesirable personality attributes in a multicultural society.</li> <li>● <b>English</b>, as learners brainstorm on personal attributes which make them different from others.</li> <li>● <b>Computer Science</b> as learners use digital devices to research desirable and undesirable personality attributes.</li> <li>● <b>Performing Arts</b> as learners compose and recite/sign poems, which propagate respect and appreciation of diversity. <ul style="list-style-type: none"> <li>● <b>Kenyan Sign Language</b> as learners compose and recite /sign poems which propagate respect and appreciation of diversity to promote social cohesion.</li> </ul> </li> </ul>				
<p><b>Non formal activities to Support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners share with the peers at school on ways of applying inclusion on day-to-day life.</li> <li>● Learners apply aspects of inclusion as they undertake various school activities.</li> </ul>		<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral /signed questions</li> <li>● Observation</li> <li>● Written tests</li> <li>● Project</li> </ul>		
<p><b>Suggested Learning Resources</b></p> <p>Digital devices, charts, manila papers, approved textbooks and other printed resources, posters, journals pictures, photographs,</p>				

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Identifying personality attributes which make individuals different from others.</b>	Identifies and explain personality attributes, which make individuals different from others.	Identifies personality attributes, which make individuals different from others.	Identify some of the personality attributes, which make individuals different from others.	Identify some of the personality attributes, which make individuals different from others with prompts.
<b>Categorizing desirable and undesirable personality attributes in a multi- cultural society.</b>	Categorizes desirable and undesirable personality attributes in a multi- cultural society and support peers.	Categorizes desirable and undesirable personality attributes in a multicultural society	Categorizes desirable and undesirable personality attributes in a multi-cultural society with prompts.	Mention some desirable and undesirable personality attributes in a multi-cultural society but has challenges categorizing them.
<b>Investigating different components of human identity in a multi-cultural society.</b>	Explores different components of human identity in a multi-cultural society.	Investigates different components of human identity in a multicultural society.	Investigates some components of human identity in a multicultural society.	Mentions some components of human identity in a multi-cultural society.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>3. 0 People and Population</b>	<b>3.5 Peace and Conflict Resolution (4 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to;</b></p> <p>a) examine peace and conflict for personal wellbeing,</p> <p>b) describe personal characteristics that express a state of peace for mutual social wellbeing,</p> <p>c) examine various approaches that can promote one’s inner peace for harmonious living,</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, brainstorm on the meaning of the words “<i>peace and conflict</i>” and share with peers.</li> <li>● In groups, discuss and note down personal characteristics that express a state of peace and share with other groups in class.</li> <li>● In pairs, conduct a library research on approaches that promote one’s inner</li> </ul>	<p>1. How can we promote peace at a personal level for mutual social wellbeing?</p> <p>2. Why is peace important to an individual?</p>

		<p>d) assess the contribution of personal peace to responsible citizenship,</p> <p>e) promote peace at personal level for harmonious living,</p> <p>f) recognize the significance of enhancing peace at the individual level.</p>	<p>peace and share with peers.</p> <ul style="list-style-type: none"> <li>● In groups, brainstorm various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship and share in class.</li> <li>● Compose and recite/sign poems that promote peace and present during parents day at school.</li> <li>● Debate on contributions of personal peace to responsible citizenship and journal the findings.</li> <li>● Write down what they plan to do in order to improve inner peace and relations with their family, school or community and share in class.</li> <li>● Design slogans and posters on approaches that can promote one's inner peace and share with other classes.</li> </ul>	
<p><b>Core Competencies is developed :</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners brainstorm in groups various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship.</li> <li>● <b>Self-efficacy</b> as learners make class presentations and as they debate on contributions of personal peace to responsible citizenship and journal the findings.</li> <li>● <b>Creativity and Imagination</b> as learners design posters on approaches that can promote one's inner peace and share with other classes.</li> <li>● <b>Communication and collaboration</b> as learners in groups brainstorm various approaches that can promote one's inner peace and the contribution of personal peace to citizenship.</li> <li>● <b>Critical Thinking and Problem Solving</b> as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.</li> </ul>				

<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Social Cohesion</b> is promoted as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community and apply various approaches that can promote one’s inner peace.</li> <li>● <b>Conflict Resolution</b> is enhanced as learners write down what they plan to do to improve inner peace and relationships with their peers.</li> </ul>	<p><b>Link to values;</b></p> <ul style="list-style-type: none"> <li>● <b>Peace</b> is enhanced as learners apply various approaches that can promote one’s inner peace and make the community better through their skills, strengths and ideas.</li> <li>● <b>Respect</b> is nurtured as learners discuss personal characteristics that express a state of peace.</li> <li>● <b>Unity</b> is nurtured as learners brainstorm in groups various approaches that can promote one’s inner peace and the contribution of personal peace to responsible citizenship.</li> <li>● <b>Responsibility</b> is cultivated as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.</li> </ul>
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Life Skills Education</b> as learners discuss personal characteristics that express a state of peace and explore various approaches that can promote one’s inner peace and the contribution of personal peace to citizenship.</li> <li>● <b>Performing Arts</b> as learners compose and recite/sign peace poems.</li> </ul>	
<p><b>Non Formal Activities to support Learning</b></p> <ul style="list-style-type: none"> <li>● In groups, learners compose and recite/sign poems that promote peace.</li> <li>● Learners develop slogans on posters in regards to personal peace.</li> </ul>	<p><b>Suggested Modes of Assessment</b></p> <ul style="list-style-type: none"> <li>● Oral/Signed questions</li> <li>● Written tests</li> <li>● Portfolio</li> <li>● Project</li> </ul>
<p><b>Suggested Learning Resources</b> Digital devices, charts, manila papers, Internet sources, approved textbooks, dictionaries, posters, library,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectation</b>
<b>Examining peace and conflict for personal well-being.</b>	Examines peace and conflict for personal well-being and supports peers.	Examines peace and conflict for personal wellbeing.	Examines peace and conflict for personal wellbeing with prompt.	Examines peace and conflict for personal wellbeing with support.
<b>Describing personal characteristics that express a state of peace for mutual social wellbeing.</b>	Explores personal characteristics that express a state of peace for mutual social wellbeing.	Describes personal characteristics that express a state of peace for mutual social wellbeing.	Highlights personal characteristics that express a state of peace for mutual social wellbeing.	States some personal characteristics that express a state of peace for mutual social wellbeing.
<b>Examining various approaches that can promote one's inner peace for harmonious living.</b>	Examines various approaches that can promote one's inner peace for harmonious living and supports peers.	Examine various approaches that can promote one's inner peace for harmonious living.	Examine some approaches that can promote one's inner peace for harmonious living with prompts.	Mentions some approaches that can promote one's inner peace for harmonious living.
<b>Assessing the contribution of personal peace to responsible citizenship.</b>	Assess the contribution of personal peace to responsible citizenship and support peers.	Assesses the contribution of personal peace to responsible citizenship.	Describes the contribution of personal peace to responsible citizenship.	States the contribution of personal peace to responsible citizenship with support.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 People and Population</b>	<b>3.6 Slavery and Servitude ( 3 lessons)</b>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) identify the various forms of slavery and servitude in traditional African society,</li> <li>b) describe the factors that led to development of the Indian Ocean slave trade,</li> <li>c) describe the organization of Indian Ocean slave trade in 15<sup>th</sup> Century,</li> <li>d) outline the various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> Century,</li> <li>e) Illustrate the geographical extent of the regions covered by Indian Ocean slave trade in Africa,</li> <li>f) desire to promote human dignity for a just and peaceful world.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, brainstorm meaning of slavery and servitude and share in class.</li> <li>● In groups, discuss various forms of slavery and servitude in traditional African society and share in class.</li> <li>● In pairs conduct a library research on the factors that led to development of Indian Ocean slave trade and present findings in class.</li> <li>● In pairs, use print resources or digital devices to research on the organization of Indian Ocean slave trade and share in class.</li> <li>● Debate on and journal various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> Century and share in class.</li> <li>● In pairs, observe print or electronic maps to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa and share in class.</li> <li>● In pairs use relevant print resources or digital devices to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa and share with peers in class.</li> </ul>	<p>1. Why has slavery and servitude been existing for thousands of years?</p>

<p><b>Core competencies is developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration</b> as learners brainstorm in groups, on the meaning of slavery and servitude and various forms of slavery and servitude in traditional African society.</li> <li>● <b>Digital literacy</b> as learners manipulate digital devices to locate the geographical extent of the regions covered by the Indian Ocean slave trade.</li> </ul>	
<p><b>Pertinent and contemporary issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Human rights</b> as learners debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> Century, learners identify the various forms of slavery and servitude in traditional African society.</li> <li>● <b>Social Awareness Skills; Effective Communication</b> is enhanced as learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> Century.</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity</b> is enhanced as learners work groups to brainstorm on various forms of slavery and servitude in traditional African society.</li> <li>● <b>Social Justice</b> is nurtured as learners debate in class on various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> Century.</li> <li>● <b>Responsibility</b> is enhanced as learners use and care for the learning resources print or digital resources.</li> </ul>
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b>, as learners brainstorm forms of slavery and servitude in traditional African society.</li> <li>● <b>Computer Science</b> as learners use digital devices to research on the organization of Indian Ocean slave trade in 15<sup>th</sup> Century.</li> <li>● <b>Visual Arts</b> as learners use digital devices to illustrate the geographical extent of the regions covered by Indian Ocean slave trade in Africa.</li> </ul>	
<p><b>Non Formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Debate in clubs on evils of slavery and servitude and ways of curbing them.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral /Signed questions</li> <li>● Written tests</li> <li>● Portfolio</li> <li>● Project</li> </ul>
<p><b>Suggested Learning Resources:</b> Digital devices, flip charts, manila papers, print or electronic maps and Internet sources,</p>	



<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Identifying various forms of slavery and servitude.</b>	Identifies and explain various forms of slavery and servitude.	Identifies various forms of slavery and servitude.	Identifies some forms of slavery and servitude with prompts.	Mentions some forms of slavery and servitude with prompts.
<b>Describing the factors that led to development of the Indian Ocean slave trade.</b>	Examines the factors that led to development of the Indian Ocean slave trade.	Describes the factors that led to development of the Indian Ocean slave trade.	Highlights factors that led to the development of the Indian Ocean slave trade.	Mentions the factors that led to development of the Indian Ocean slave trade in Africa.
<b>Describing the organization of Indian Ocean slave trade.</b>	Describes the organization of Indian Ocean slave trade and assists peers.	Describes the organization of Indian Ocean slave trade in Africa.	Highlights the organization of Indian Ocean slave trade.	Mention the organization of Indian Ocean slave trade with prompts.
<b>Outlining the various social injustices committed on the Africans during Indian Ocean slave trade.</b>	Explains the various social injustices committed on the Africans during Indian Ocean slave trade.	Outlines the various social injustices committed on the Africans during Indian Ocean slave trade.	Outlines some of social injustices committed on the Africans during Indian Ocean slave trade.	Outlines some social injustices committed on the Africans during Indian Ocean slave trade with prompts.

<b>Illustrating the geographical extent of the regions covered by Indian Ocean slave trade.</b>	Illustrates the geographical extent of the regions covered by Indian Ocean slave trade and assist peers.	Illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa	Illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa with prompt.	Illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa with assistance.
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<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (S)</b>
<b>3.0 People and Population</b>	<b>3.7 Population Distribution in Africa (3 Lessons)</b>	<p><b>By the end of the sub- strand, the learner should be able to;</b></p> <p>a) explain factors influencing population distribution in Africa,</p> <p>b) locate densely and sparsely populated areas on a map of Africa,</p> <p>c) illustrate settlement patterns in Africa using diagrams,</p> <p>d) appreciate patterns of population settlement in Africa.</p>	<p><b>Learner are guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, carry out a library research on factors influencing population distribution and do class presentation.</li> <li>● In groups, use digital devices to establish areas that are densely and sparsely populated and compare with other groups in class.</li> <li>● Draw a map of Africa and locate the densely and sparsely populated areas and display it in class for peer assessment.</li> <li>● Illustrate settlement patterns in Africa using diagrams and models and present in class.</li> <li>● Engage a resource person to share about factors influencing population distribution in Africa.</li> </ul>	Why does population distribution vary in different regions?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn</b> as learners research on factors influencing population distribution in Africa in groups.</li> <li>● <b>Digital Literacy</b> as learners use digital devices to establish densely and sparsely populated areas in Africa.</li> <li>● <b>Creativity and imagination</b> as learners draw a map of Africa and indicate the densely and sparsely populated areas.</li> <li>● <b>Self-efficacy</b> as learners present in class factors influencing population distribution in Africa.</li> </ul>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Social cohesion</b> is promoted as learners research in groups on factors influencing population distribution in Africa.</li> <li>● <b>Self-esteem</b> is enhanced as learners do presentations in class on factors influencing population distribution in Africa.</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity</b> is enhanced as learners carry out a library research on factors influencing population distribution and do class presentation</li> <li>● <b>Respect</b> is enhanced as learners engage a resource person to share about factors influencing population distribution in Africa.</li> </ul>
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners research in groups on population distribution in Africa and make class presentations.</li> <li>● <b>Computer Science</b> as learners use digital devices to establish settlement patterns in Africa.</li> <li>● <b>Visual Arts</b> as learners draw a map of Africa and locate the densely and sparsely populated areas.</li> </ul>	
<p><b>Non Formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners debate in the Environmental Clubs about the population distribution in the local environment and factors influencing it.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/ signed questions</li> <li>● Observation</li> <li>● Written tests</li> <li>● Peer assessment</li> </ul>
<p><b>Suggested Learning Resources:</b> Library, digital devices, print and electronic maps, resource person, charts, display boards, textbooks and other print resources,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Explaining factors influencing population distribution in Africa.</b>	Explains giving examples, factors influencing population distribution in Africa.	Explains factors influencing population distribution in Africa.	Highlights factors influencing population distribution in Africa.	State some factors influencing population distribution in Africa.
<b>Locating densely and sparsely populated areas on a map of Africa.</b>	Locates densely and sparsely populated areas on a map of Africa and supports peers.	Locates densely and sparsely populated areas on a map of Africa.	Locates densely and sparsely populated areas on a map of Africa with prompt.	Locates densely and sparsely populated areas on a map of Africa with support.
<b>Illustrating settlement patterns in Africa using diagrams.</b>	Illustrates settlement patterns in Africa using diagrams and support peers.	Illustrates settlement patterns in Africa using diagrams.	Illustrates settlement patterns in Africa using diagrams with prompt.	Illustrates settlement patterns in Africa using diagrams with support.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 People and Population.</b>	<b>3.8 Field Work. (5 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to;</b></p> <p>a) identify types of field work in Social Studies,</p> <p>b) analyse methods of data collection and recording in fieldwork,</p> <p>c) examine methods of data analysis and presentation in field work,</p> <p>d) explore challenges and solutions in carrying out field work,</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use digital devices to search for types of fieldwork and share in class.</li> <li>● In pairs, conduct a library research on the types of fieldwork and present in class.</li> <li>● In groups, use relevant print resources or digital devices to find out methods of data collection and recording in fieldwork and make a class presentation.</li> <li>● In groups, learners discuss methods of</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is fieldwork important in social studies?</li> <li>2. How should we conduct fieldwork?</li> </ol>

		<p>e) apply procedures of carrying out fieldwork in research,  f) desire to carry out fieldwork in Investigating phenomena.</p>	<p>data analysis and make a presentation in class.</p> <ul style="list-style-type: none"> <li>● In pairs, analyse and present the data collected during fieldwork and share in class.</li> <li>● In groups, discuss and note the challenges likely to be encountered during fieldwork and possible solutions and compare with other groups in class.</li> <li>● Carry out fieldwork to investigate phenomena within the immediate environment.</li> <li>● In groups, carry out fieldwork, collect data, record and analyse the data and share with other groups in class.</li> </ul> <p>In groups, brainstorm the challenge you encounter and the likely solution to the solutions encountered and share with other groups.</p>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Critical Thinking and Problem Solving</b> as learners discuss the challenges likely to be encountered during fieldwork and possible solutions.</li> <li>● <b>Digital Literacy</b> as learners use digital devices to find out types of fieldwork.</li> <li>● <b>Communication and Collaboration</b> as learners discuss in groups challenges likely to be encountered during fieldwork and possible solutions.</li> </ul> <p><b>Learning to Learn</b> as learners carry out fieldwork and apply procedures of carrying out fieldwork.</p>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Self-Esteem</b> is enhanced as learners analyse and present the data collected during fieldwork and shares it in class.</li> <li>● <b>Problem Solving</b> is enhanced as learners investigates challenges and solutions in carrying out fieldwork.</li> </ul> <p><b>Peer Education</b> is promoted as learners analyse and present the data</p>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility</b> is nurtured as learners discuss the challenges likely to be encountered during fieldwork and possible solutions.</li> <li>● <b>Unity</b> is cultivated as learners work and accomplish tasks as a group.</li> </ul> <p><b>Respect</b> is fostered as learners recognize contributions of group</p>	

collected during fieldwork and shares the information in class	members during discussions and as they engage with the resource person.
<b>Link to other Subjects :</b>	
<ul style="list-style-type: none"> <li>● <b>English</b> as learners analyse and present the data collected during fieldwork and share in class.</li> <li>● <b>Computer Science</b> as learners use digital devices to find out types of fieldwork and procedures of carrying out fieldwork.</li> <li>● <b>Mathematics</b> as learners analyse data collected from fieldwork.</li> </ul>	
<b>Non Formal Activities to support Learning:</b> Learners plan and carry out fieldwork activity in the immediate environment.	<b>Suggested Modes of Assessment</b> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Written tests</li> <li>● Portfolio</li> <li>● Project</li> </ul>
<b>Suggested Learning Resources:</b> Digital devices , charts, manila papers ,approved textbooks and other printed resources, internet sources, graph books,	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Identifying types of fieldwork in social studies.</b>	Explains types of fieldwork in social studies.	Identifies types of fieldwork in social studies.	Identifies some types of fieldwork in social studies.	Mentions some types of fieldwork in social studies with prompts.
<b>Analysing methods of data collection and recording in fieldwork.</b>	Analyses methods of data collection and recording in fieldwork and assists peers.	Analyses methods of data collection and recording in fieldwork.	Analyses some methods of data collection and recording in fieldwork.	States some methods of data collection and recording in fieldwork.
<b>Applying procedures of carrying out fieldwork in</b>	Applies procedures of carrying out fieldwork in research and assists peers.	Applies procedures of carrying out fieldwork in	Outline some procedures of carrying out fieldwork in research.	States procedures of carrying out fieldwork in research with prompts.

<b>research.</b>		research.		
<b>Examining methods of data analysis and presentation.</b>	Examines methods of data analysis and presentation and assists peers.	Examines methods of data analysis and presentation.	Examine some methods of data analysis and presentation.	State some methods of data analysis and presentation.
<b>Exploring challenges and solutions in carrying out fieldwork</b>	Examines challenges and solutions in carrying out fieldwork and assist peers.	Explores challenges and solutions in carrying out fieldwork.	Explores some of the challenges and solutions in carrying out fieldwork.	State some challenges and solutions in carrying out Fieldwork.

**STRAND 4.0: RESOURCES AND ECONOMIC ACTIVITIES**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>4.0 Resources and Economic Activities.</b></p>	<p><b>4.1 Early Agriculture. (3 Lessons)</b></p>	<p><b>By the end of the sub strand the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) locate areas where early agriculture was practised in selected geographical regions,</li> <li>b) explore crops grown and animals kept in selected regions during early agriculture,</li> <li>c) illustrate methods of irrigation used in ancient Egypt,</li> <li>d) assess the contribution of the Nile valley agriculture to world civilization,</li> <li>e) value the importance of domestication of plant and animals in Africa,</li> <li>f) develop desire to practice agriculture as an economic activity.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use digital devices to research areas where early agriculture was practised in selected regions of the Rift Valley of Eastern African, Egypt and Nubia and present in class.</li> <li>● In pairs, carry out a library research on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class.</li> <li>● In groups, identify and list crops grown and animals, which were kept during early agriculture in Egypt, Nubia and Rift Valley of the Eastern African region.</li> <li>● In groups, collect photographs or pictures of crops grown and animals kept during early agriculture in Egypt, Nubia and Rift Valley of the East African region and display them in</li> </ul>	<ul style="list-style-type: none"> <li>1. Why did people start practicing agriculture in Africa?</li> <li>2. How was early agriculture practiced?</li> </ul>



			<p>class.</p> <ul style="list-style-type: none"> <li>● Watch signed audio visual clip with caption or observe photographs on methods of irrigation used in Egypt.</li> <li>● In pairs, model methods of irrigation which were used in ancient Egypt.</li> <li>● Draw diagrams showing methods of irrigation, which were used in ancient Egypt and display them in class.</li> <li>● In groups, discuss the contribution of the Nile valley agriculture to world civilization and share in groups.</li> <li>● In pairs, use digital devices to download pictures and photographs of different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt.</li> <li>● Establish a poster park on indigenous crops and animals during early agriculture, which is accessible to the public.</li> </ul>	
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<p><b>Core competencies be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Digital Literacy</b> as learners uses digital devices to research areas where early agriculture was practised in selected regions.</li> <li>● <b>Communication and Collaboration</b> as learners discuss the contribution of the Nile Valley agriculture to world civilization.</li> <li>● <b>Imagination and Creativity</b> as learners illustrate diagrams showing methods of irrigation which were used in ancient Egypt.</li> </ul>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Analytical thinking skills;</b> Critical thinking and problem solving skills are enhanced as learners illustrate methods of irrigation used in Egypt.</li> <li>● <b>Environmental education</b> is promoted as learners illustrates methods of irrigation, which were used during early agriculture.</li> </ul>	<p><b>Link to values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity is enhanced</b> as learners’ research in groups on animals kept and types of crops grown during early agriculture.</li> </ul>
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Agriculture</b> as learners learn about methods of irrigation.</li> <li>● <b>English,</b> as learners engage in discussions, report writing and class presentations.</li> <li>● <b>Visual Arts,</b> as learners draw diagrams showing methods of irrigation, which were used during early agriculture in Egypt.</li> </ul>	
<p><b>Non-Formal Activity to support learning:</b></p> <ul style="list-style-type: none"> <li>● Learners discuss on indigenous crops that can thrive in their local environment.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Written tests</li> <li>● Observations</li> </ul>
<p><b>Suggested Learning Resources:</b> Electronic/print maps of Africa, pictures, realia, Chart, signed audio visual, photographs, internet sources, display boards,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Locating areas where early agriculture was practiced in selected geographical regions</b>	Locates and explain areas where early agriculture was practiced in selected geographical regions and assists peers.	Locates areas where early agriculture was practiced in selected geographical regions.	Locates some areas where early agriculture was practiced in selected geographical regions.	Locates some areas where early agriculture was practiced in selected geographical regions with prompts.
<b>Exploring crops grown and animals kept in selected regions during early agriculture</b>	Explores and gives examples of crops grown and animals kept in selected regions during early agriculture.	Explores crops grown and animals kept in selected regions during early agriculture.	States crops grown and animals kept in selected regions during early agriculture.	Mentions some crops grown and animals kept in selected regions during early Agriculture.
<b>Illustrating methods of irrigation used in ancient Egypt.</b>	Explores methods of irrigation used in ancient Egypt.	Illustrates methods of irrigation used in ancient Egypt.	State some methods of irrigation used in ancient Egypt.	States methods of irrigation used in ancient Egypt.
<b>Assessing the contribution of Nile valley agriculture to world civilization.</b>	Assesses the contribution of Nile valley agriculture to world civilization and support peers.	Assesses the contribution of Nile valley agriculture to world civilization.	States the contribution of Nile valley agriculture to world civilization	States the contribution of Nile valley agriculture to world civilization with prompt

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.0 Resources and Economic Activities.</b>	<b>4.2 Economic Organization of Selected African Communities up to 1900.</b>  <b>(3 Lessons)</b>	<b>By the end of the sub strand the learner should be able to;</b> a) locate on a map of Africa areas occupied by the selected African communities, b) describe the economic activities practiced by the selected African communities, c) compare the economic activities of the selected African communities, d) appreciate the economic activities of the selected African communities.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>● In pairs, observe a print or electronic map, locate areas occupied by selected African communities ( The <i>Ogiek, Zulu, Asante</i> ) and share findings in class.</li> <li>● Draw a map of Africa and indicate areas occupied by selected African communities( The <i>Ogiek, Zulu, Asante</i> ) and display it in class.</li> <li>● In pairs, brainstorm on the economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, and Asante</i>) and present the findings in class.</li> <li>● In pairs, conduct a library research on the economic activities practiced by the selected African communities and make comparison of findings with peers.</li> <li>● In groups, design posters of economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, and Asante</i>) and display in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we study economic activities of African communities up to 1900 today?</li> <li>2. How was African community organized economically?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration</b> as learners brainstorm the economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, and Asante</i>) and present the findings in class.</li> <li>● <b>Learning to learn</b> as learners conduct a library research to explore on the economic activities practiced by the selected African communities and make comparisons.</li> <li>● <b>Creativity and Imagination</b> as learners design posters of economic activities practiced by the selected African communities (</li> </ul>				

The *Ogiek, Zulu, Asante* ).

**Pertinent and Contemporary Issues (PCIs):**

- **Education for sustainable Development (ESD); Financial literacy** is promoted as learners discuss the economic activities practiced by the selected African community.

**Link to values:**

- **Unity and love** are enhanced as learners in groups brainstorm on the economic activities practiced by the selected African Communities.

**Link to other subjects:**

- **Business Studies** as learners research on different economic activities practised by the selected African communities.
- **English** as learners engage in brainstorming on economic activities of the selected African communities.
- **Visual Arts** as learners draw a map of Africa and indicate areas occupied by selected African communities.

**Non Formal Activities to support Learning:**

- Composing and reciting/signing poems on promotion of Resources and Economic Activities in Africa.

**Suggested Modes of Assessment:**

- project
- written tests
- oral/signed questions

**Suggested Learning Resources:**

Realia, chart, print and electronic maps, photographs ,digital devices, internet sources, pictures, newspaper cut outs,

**Assessment Rubric**

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Locating on a map of Africa areas occupied by the selected African communities</b>	Locates on a map of Africa areas occupied by the selected African communities and supports peers.	Locates on a map of Africa areas occupied by the selected African communities.	Locates on a map of Africa some of the areas occupied by the selected African communities.	Locates on a map of Africa some of the areas occupied by the selected African communities with prompt.
<b>Describing the economic activities practiced by the Ogiek, Zulu and the Asante.</b>	Examines the economic activities practiced by the Ogiek, Zulu and the Asante.	Describes the economic activities practiced by the Ogiek, Zulu and the Asante.	Outlines the economic activities practiced by the Ogiek, Zulu and the Asante.	States some of the economic activities practiced by the Ogiek, Zulu and the Asante with prompt.

<b>Comparing economic activities of the selected African communities.</b>	Compares and explain economic activities of the selected African communities.	Compares economic activities of the selected African communities.	Compares economic activities of some of the selected African communities.	Compares economic activities of some of the selected African Communities with prompt.
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<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>4.0 Resources and Economic Activities</b>	<b>4.3 Internal Dynamics and Transformation in Africa (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) explain the transformation brought by introduction of money in Africa,</p> <p>b) explain the use of money economy in trade,</p> <p>c) compare the use of money in currency trade and barter trade in Africa,</p> <p>d) develop interest to use money wisely for economic gain.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, use print resources or to find out the transformation brought by the introduction of money in Africa and shares in class.</li> <li>● In pairs, watch a signed audio-visual clip on the transformation brought by the introduction of money in Africa and present findings in class.</li> <li>● Debate on the transformation brought by introduction of money in Africa.</li> <li>● In groups, visit a nearby market and carry out a field study on the use of money in trade and write a report and report back to peers in class.</li> <li>● In pairs, use digital devices to research on the use of money in currency trade and compare with barter trade and share in class.</li> <li>● In groups, brainstorm the impact of money on economy and share in class.</li> <li>● Role play currency trade and barter trade in Africa.</li> </ul>	How did the introduction of money economy promote business in Africa?

<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners debate the transformation brought by the introduction of money in Africa.</li> <li>● <b>Communication and collaboration</b> as learners' debate on transformation brought by introduction of money in Africa.</li> <li>● <b>Self-efficacy</b> as learner role play use of money in currency trade and barter trade in Africa.</li> <li>● <b>Learning to learn</b> as learners carry out a field study on the use of money in trade and write a report.</li> </ul>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Financial literacy</b> is promoted as learners discuss the impact of money on the economy.</li> <li>● <b>Self Esteem</b> is promoted as learners role-play currency trade and barter trade in Africa.</li> </ul>	<p><b>Links to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility is enhanced</b> as learners visit a nearby market and carry out a field study on the use of money in trade and write a report.</li> <li>● <b>Unity</b> is cultivated as learners role-play use of money, currency trade and barter trade in Africa.</li> <li>● <b>Integrity</b> is nurtured as learners role-play the use of money in currency trade.</li> </ul>
<p><b>Link to other Subject :</b></p> <ul style="list-style-type: none"> <li>● <b>Business Studies</b> as learners compare currency trade and barter trade.</li> <li>● <b>English and Kenyan Sign Language</b> as learners brainstorm in groups, on impact of introduction of money on the economy</li> <li>● <b>Mathematics</b> as learners role-play use of money in currency trade and barter trade in Africa.</li> </ul>	
<p><b>Non Formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners debate on the practise of barter trade and currency trade.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Written tests</li> <li>● Portfolio</li> <li>● Project</li> </ul>
<p><b>Suggested Learning Resources:</b> Charts, photographs, pictures, maps, appropriate digital devices, appropriate textbooks, grade appropriate print media,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Explaining the transformation brought by introduction of money in Africa</b>	Explains, giving examples the transformation brought by introduction of money in Africa.	Explains the transformation brought by the introduction of money in Africa.	Highlights on the transformation brought by introduction of money in Africa.	Highlights the transformation brought by introduction of money in Africa with prompts.
<b>Explaining the use of money economy in trade.</b>	Explains the use of money economy in trade and assists peers.	Explains the use of money economy in trade.	Highlights the use of money economy in trade	States the use of money economy in trade.
<b>Comparing the use of money in currency trade and barter trade in Africa.</b>	Compares with examples use of money in currency trade and barter trade in Africa.	Compares use of money in currency trade and barter trade in Africa.	Outline some use of money in currency trade and barter trade in Africa.	State some use of money in currency trade and barter trade in Africa with prompt.

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>4.0 Resources and Economic Activities</b>	<b>4.4.Sustainable use of resources (2 lessons)</b>	<p><b>By the end of the sub strand the learner should be able to;</b></p> <p>a) explain the concept of sustainable use of resources in society,</p> <p>b) explore sustainable ways of using resources available in the community,</p> <p>c) apply sustainable use of resources available in the community,</p> <p>d) appreciate sustainable use of resources for sustenance of life.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use print resources to search and understand the concept of sustainable use of resources and present in class.</li> <li>● Debate on sustainable ways of using resources available in the community and outline the ways on a chart.</li> <li>● In groups, brainstorm on</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we use resources sustainable?</li> <li>2. How can we ensure sustainability of resources?</li> </ol>



			<p>sustainable ways of using resources available at home and in school and share in class.</p> <ul style="list-style-type: none"> <li>● In pairs, conduct an online research to find out sustainable ways of using resources available in the community and share their findings in class.</li> <li>● In pairs, conduct a library research and write an essay on sustainable ways of using resources and present their findings in class.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration</b> as learners in groups discuss the concept of sustainable use of resources and present in class.</li> <li>● <b>Critical Thinking and Problem Solving</b> as learners design sustainable ways of using resources available at home and in school.</li> <li>● <b>Self-efficacy</b> as learners confidently present their research on sustainable ways of using resources, in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Education for Sustainable Development (ESD) Sustainable consumption</b> is promoted as learners design sustainable ways of using resources available at home and in school.</li> <li>● <b>Effective Communication</b> is promoted as learners debate on sustainable ways of using resources available in the community.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility</b> is nurtured as learners design sustainable ways of using resources available at home and in school.</li> <li>● <b>Unity</b> is enhanced as learners in groups discuss the concept of sustainable use of resources; sign and write a collaborative story on sustainable use of resources to present in class.</li> <li>● <b>Patriotism</b> is developed as learners design sustainable ways of using resources available at home and in school.</li> </ul>		
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English and Kenyan Sign Language</b>, as learners engage in discussions on sustainable use of resources and present in class.</li> <li>● <b>Integrated Science</b>, as learners design sustainable ways of using resources available at home and in school.</li> </ul>				

<b>Non Formal Activities to support Learning:</b> <ul style="list-style-type: none"> <li>• Compose and sing a song on importance of sustainable use of available resources.</li> <li>• Participate in tree planting in the community.</li> </ul>	<b>Suggested Modes of Assessment:</b> <ul style="list-style-type: none"> <li>• Oral/signed questions</li> <li>• Written tests</li> <li>• Observations</li> </ul>
<b>Suggested Learning Resources:</b> realia, chart, internet sources, digital devices, textbooks and other print resources, library,	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Explaining the concept of sustainable use of resources in society.</b>	Examines the concept of sustainable use of resources in society.	Explains the concept of sustainable use of resources in society.	Explain concept of sustainable use of resources in society.	Explaining concept of sustainable use of resources in society.
<b>Exploring sustainable ways of using resources available in the community.</b>	Explores and demonstrates sustainable ways of using resources available in the community	Explores sustainable ways of using resources available in the community.	Explores some sustainable ways of using resources available in the community.	Mentions some sustainable ways of using resources available in the community.

## STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub-Stand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Political Development and Governance.</b>	<b>5.1 Political Development in Africa up to 1900. (5 Lessons)</b>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) investigate the political organization of the selected African communities up to 1900,</li> <li>b) define the concepts “Scramble for and Partition” of Africa,</li> <li>c) identify the various European groups that came to Africa,</li> <li>d) explain factors that led to the presence of Europeans in Africa,</li> <li>e) match the countries in Africa with their colonial masters,</li> <li>f) examine the terms of the Berlin Conference of 1884- 1885 on the partitioning of Africa,</li> <li>g) acknowledge the political organization of the selected African communities up to 1900.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups, brainstorm on aspects of political organisation and share in class.</li> <li>● In groups, brainstorm on the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900 and share in class.</li> <li>● In pairs, find out from the dictionary or other appropriate print media the meanings of the terms “Scramble for and Partition of.”</li> <li>● Role-play the meaning of “scramble for” and “partition of” for the understanding of the concepts “<i>Scramble for and Partition</i>” of <i>Africa</i>.</li> <li>● In pairs, conduct a library research to establish the European groups that came to Africa and give a report in class.</li> <li>● In groups, use relevant print resources or digital devices to search for factors that led to the presence of Europeans in Africa and compare their findings with other groups in class.</li> <li>● Draw a map of Africa and indicate the areas taken up by the different</li> </ul>	<ol style="list-style-type: none"> <li>1. How were African communities politically organized before the coming of the Europeans?</li> <li>2. How did developments in Europe influence the scramble and partition of Africa?</li> </ol>

			<p>European countries(<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa and display it in class for peer assessment.</p> <ul style="list-style-type: none"> <li>● In groups, outline on a chart various African countries with their respective colonial masters and compare their work with other groups in class.</li> <li>● In groups, find out from relevant print resources the terms of the Berlin conference of 1884-1885 and do a class presentation.</li> <li>● Design charts on the terms of the Berlin conference of 1884-1885 on the partition of Africa and display them in class in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners identify with their country and the continent as they study the selected African communities and brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900.</li> <li>● <b>Communication and Collaboration</b> as the learners work in groups during group research and on political organization of selected African communities.</li> <li>● <b>Learning to Learn</b> as the learners conduct a library research to establish the European groups that came to Africa.</li> <li>● <b>Creativity and Imagination</b> as learners draw a map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>● <b>Life skills; Self-Awareness</b> is promoted as the learners identify with their country and the continent as they study the selected African communities and brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900.</li> <li>● <b>Citizenship; Good governance</b> is promoted as the learners brainstorm the political organization of <i>the Ogiek, the Zulu and</i></li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism is developed</b> as the learners identify with their country.</li> <li>● <b>Unity</b> is enhanced as the learners brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900.</li> <li>● <b>Respect</b> is enhanced as learners consider the opinion of each other as they brainstorm on political organizations of the <i>Ogiek, the Zulu and the Asante</i> up to 1900 and debate on factors that led to the presence of Europeans in Africa.</li> </ul>	

<i>the Asante up to 1900.</i>	
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>● <b>Kenyan Sign Language and English</b> as learner debate on factors that led to the presence of Europeans in Africa.</li> <li>● <b>Visual Arts</b> as the learners draw a map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa.</li> </ul>	
<b>Non Formal Activities to support Learning:</b> <ul style="list-style-type: none"> <li>● Learners debate on reasons why the European countries were interested in Africa.</li> </ul>	<b>Suggested Modes of Assessment:</b> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> <li>● Project work</li> <li>● Peer Assessment</li> </ul>
<b>Suggested Learning Resources:</b> Print and electronic media maps ,approved textbooks and other print resource , photographs, internet sources ,library resources, Charts, Journals, documentaries,	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Investigating the political organisation of the selected African communities up to 1900.</b>	Explores the political organisation of the selected African communities up to 1900.	Investigates the political organisation of the selected African communities up to 1900.	Outline the political organisation of the selected African communities up to 1900.	Highlights the political organisation of the selected African communities up to 1900.
<b>Defining the concepts “Scramble for and Partition” of Africa.</b>	Defines and demonstrates the concepts “Scramble for and Partition” of Africa.	Defines the concepts “Scramble for and Partition” of Africa.	Defines the concepts “Scramble for and Partition” of Africa with prompts.	Has challenges discussing the concepts “Scramble for and Partition” of Africa.

<b>Identifying the various European groups that came to Africa.</b>	Identifies the various European groups that came to Africa and supports peers.	Identifies the various European groups that came to Africa.	Identifies some European groups that came to Africa.	Identifies some of the European groups that came to Africa with prompts.
<b>Matching the countries in Africa with their colonial masters</b>	Matches the countries in Africa with their colonial masters and assists peers.	Matches the countries in Africa with their colonial masters.	Matches some countries in Africa with their colonial masters.	Matches some of the countries in Africa with their colonial masters.
<b>Examining the terms of the Berlin Conference of 1884- 85 on the partitioning of Africa.</b>	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa and supports peers.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	States the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	States some of the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.0 Political Development and Governance</b>	<b>5.2 The Constitution of Kenya (3 Lessons)</b>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <p>a) explain the importance of the Constitution of Kenya for mutual social wellbeing,</p> <p>b) explore the national values as provided in the Constitution of Kenya for promotion of good governance,</p> <p>c) analyze ways of upholding and protecting the Constitution of Kenya for</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use print resources or digital devices to research and write a report on the importance of the Constitution and share in class.</li> <li>● Watch a signed audio-visual clip on the promulgation of the 2010 Constitution of Kenya.</li> <li>● In groups, research from the members of the school community, on the importance of the Constitution of Kenya and share findings in class.</li> <li>● In groups, design a sample of class constitution and display in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a country have a constitution?</li> <li>2. Why should we uphold and protect the Constitution?</li> <li>3. What necessitates a constitutional change?</li> </ol>

		<p>social cohesion, d) develop desire to uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.</p>	<ul style="list-style-type: none"> <li>● In groups, write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya for promotion of good governance and present in class.</li> <li>● In groups, discuss and journal ways of upholding and protecting the Constitution of Kenya and make a class presentation.</li> <li>● Compose, sing and sign sing a song on values enshrined in the Constitution.</li> </ul>	
<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners watch a signed audio visual clip on the promulgation of the 2010 Constitution of Kenya.</li> <li>● <b>Self-efficacy</b> as learners compose, sing and sign sing a song on values enshrined in the Constitution.</li> <li>● <b>Learning to learn</b> as learners research from the members of the school community, on the importance of the Constitution of Kenya.</li> <li>● <b>Digital Literacy</b> as learners in groups use digital devices to conduct online research and write an essay on the importance of the Constitution and share in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Human rights and responsibilities</b> as learners conduct online research and write an essay on the importance of the Constitution.</li> <li>● <b>Good governance</b> is promoted as learners watch a signed audio video clip on the promulgation of the 2010 Constitution of Kenya, and create a sample constitution for the class in groups and display in class.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect</b> is developed as learners create a sample of constitution for the class in groups and display in class.</li> <li>● <b>Patriotism is developed</b> as learners watch a signed audio video clip on the promulgation of the 2010 Constitution of Kenya and as they compose song national values enshrined in the Constitution.</li> <li>● <b>Responsibility</b> is enhanced as learners discuss in groups on ways of upholding and protecting the Constitution of Kenya.</li> </ul>		

<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>● <b>English</b> as learners hold discussions, group activities, write essays, and create a class constitution.</li> <li>● <b>Performing Arts</b> as learners compose songs on the National values enshrined in the constitution of Kenya.</li> <li>● <b>Computer Science</b> as learners use digital devices to search for information such as conducting online research and writing an essay on the importance of the Constitution.</li> </ul>	
<b>Non Formal Activities to support Learning:</b> <ul style="list-style-type: none"> <li>● Learners create awareness on the importance of the constitution among their peers.</li> </ul>	<b>Suggested Modes of Assessment:</b> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> <li>● Peer assessment</li> </ul>
<b>Suggested Learning Resources:</b> Signed audio visual clips, the Kenyan constitution, pictures, internet resources, approved text books and other printed resources, digital devices,	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Explaining the importance of the Constitution of Kenya.</b>	Explains and give examples on the importance of the Constitution of Kenya.	Explains the importance of the Constitution of Kenya.	Highlights the importance of the Constitution of Kenya.	States the importance of the Constitution of Kenya.
<b>Exploring the national values as provided in the Constitution of Kenya.</b>	Explore the national values as provided in the Constitution of Kenya and support peers.	Explores the national values as provided in the Constitution of Kenya.	States the national values as provided in the constitution of Kenya.	States some of the national values as provided in the Constitution of Kenya.
<b>Analysing ways of upholding and protecting the Constitution of Kenya for social cohesion.</b>	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion and supports peers.	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion.	Highlights ways of upholding and protecting the Constitution of Kenya for social cohesion.	States ways of upholding and protecting the Constitution of Kenya for social cohesion.





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p><b>5.0 Political Development and Governance</b></p>	<p><b>5.3 Democracy (3 lessons)</b></p>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) identify types of democracy practiced in Africa,</li> <li>b) assess the importance of democracy in society,</li> <li>c) explain the role of citizens in democratic representation,</li> <li>d) examine the characteristics of various types of democracy in governance,</li> <li>e) apply democratic values in interactions with others in the community,</li> <li>f) desire to promote democratic values in the community.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• In groups, search the internet for the types of democracy practised in Africa and share in class.</li> <li>• In pairs, use print media to find out the types of democracy practised in Africa and share in class.</li> <li>• Role play in class the different types of democracy.</li> <li>• In groups, brainstorm on the importance of democracy and share in class.</li> <li>• In pairs, use print resources or digital devices to identify characteristics of various types of democracy in governance and share in class.</li> <li>• In pairs, conduct a library research on public engagement and democratic representation and share</li> </ul>	<ul style="list-style-type: none"> <li>1. Why should we practice democracy</li> <li>2. How can we promote democratic values in our society?</li> </ul>

			<p>results in class or with the community.</p> <ul style="list-style-type: none"> <li>• Develop a poster on similarities and differences on various types of democracy and display in class or school.</li> <li>• In groups, brainstorm on ways of applying democratic values during interaction with others in the community and share in class.</li> </ul>	
<p><b>Core competences to be developed :</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship</b> as learners debate on the role of the citizens in effective democratic representation, brainstorm the importance of democracy and apply democratic values in interactions with others in the community.</li> <li>• <b>Communication and Collaboration</b> as learners in groups brainstorm the importance of democracy.</li> <li>• <b>Learning to learn</b> as learners conduct research on public engagement and democratic representation and share results in class or with the community.</li> <li>• <b>Digital Literacy</b> as learners use digital devices to identify characteristics, types of democratic regimes in Africa and write an essay on types of democracy in Africa.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• <b>Good governance</b> is promoted as learners identify characteristics of various types of democracy in governance.</li> <li>• <b>Human rights and responsibilities</b> as learners apply democratic values in interactions with others in the community and discuss the importance of democracy in society.</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity</b> is enhanced as learners role-play the different types of democracy.</li> <li>• <b>Patriotism</b> is nurtured as learners debate on the role of the citizen in effective democratic representation.</li> <li>• <b>Respect</b> is enhanced for self and others as learners work in groups, debate and apply democratic principles as they interact with others.</li> </ul>	

<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners hold discussions, group activities, debates and read materials on democracy.</li> <li>● <b>Computer Science</b> as they use digital devices to search for information such as to identify characteristics of types of democratic regimes in Africa.</li> </ul>	
<p><b>Non Formal Activities to support Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners exercise their democratic rights at school by choosing their leaders on their own.</li> <li>● Learners debate on the role of citizens in effective democratic representation.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> <li>● Journaling</li> </ul>
<p><b>Suggested Learning Resources;</b> Internet resources, approved textbooks and other printed resources, The Constitution of Kenya , digital devices, posters, display boards,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Identifying types of democracy in Africa.</b>	Explains types of democracy in Africa.	Identifies types of democracy in Africa.	Identifies some types of democracy in Africa.	Identifies some types of democracy in Africa with prompts.
<b>Assessing the importance of democracy in Africa.</b>	Assesses the importance of democracy in Africa and supports learners.	Assesses the importance of democracy in Africa.	Highlights the importance of democracy in Africa.	States the importance of democracy in Africa.
<b>Explaining the role of the citizens in democratic representation.</b>	Explains giving examples the role of the citizens in democratic representation.	Explains the role of the citizens in democratic representation.	Outline the roles of citizens in democratic representation.	Mentions the role of the citizens in democratic representation.
<b>Examining the characteristics of various types of democracy in Africa.</b>	Examines the characteristics of various types of democracy in Africa and supports peers.	Examines the characteristics of various types of democracy in Africa.	Highlights the characteristics of various types of democracy in Africa.	Mentions the characteristics of various types of democracy in Africa.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Political Development and Governance</b>	<b>5.4 Human Rights (4 lessons)</b>	<p><b>By the end of the sub-strand, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) examine the evolution of human rights as practiced in society,</li> <li>b) classify human rights as stipulated in the human rights instruments,</li> <li>c) explore characteristics of human rights in society,</li> <li>d) analyze the concept of equity and non-discrimination in fostering solidarity,</li> <li>e) take action to promote equity and non-discrimination for posterity,</li> <li>f) demonstrate respect, adherence to and promotion of human rights for sanctity of life.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● In pairs, use print or digital devices to examine evolution of human rights and share report in class.</li> <li>● In groups, carry out an online or library research to find out categories of human rights and share with other groups in class.</li> <li>● Create posters on the classification of human rights and display in class.</li> <li>● In pairs, use relevant print resources to find out characteristics of human rights and share in class.</li> <li>● Design a tree- diagram to indicate characteristics of human rights and display in class.</li> <li>● In groups, brainstorm on and journal issues of equity and non-discrimination and present in class.</li> <li>● In groups, develop posters on equity and non-discrimination and display them in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to know our rights?</li> <li>2. How can we promote equity and non-discrimination in society?</li> <li>3. How can we promote respect for human rights in our community?</li> </ol>

<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners use print or digital resources to examine evolution of human rights and report in class and develop posters on equity and non- discrimination and display them on the school notice board.</li> <li>● <b>Learning to learn</b> as learners brainstorm in groups on issues of equity and non-discrimination.</li> <li>● <b>Digital Literacy</b> is enhanced as learners use digital devices to examine the evolution of human rights and share a report in class.</li> <li>● <b>Creativity and Imagination</b> as learners design a tree diagram on characteristics of human rights and display them in school to pass on information to the community.</li> <li>● <b>Communication and Collaboration</b> as learners brainstorm in groups, on issues of equity and non- discrimination.</li> <li>● <b>Self-Efficacy</b> as learners confidently report in class on their findings on evolution of human rights.</li> </ul>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Human rights and responsibilities</b> as learners brainstorm on issues of equity and non- discrimination.</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Social justice</b> is enhanced as learners brainstorm on issues of equity and non- discrimination.</li> <li>● <b>Responsibility</b> is nurtured as learners in groups assign themselves roles in creating posters on the classification and characteristics of human rights.</li> </ul>
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Computer Science</b> as learners use digital devices as they examine evolution of human rights and report in class.</li> <li>● <b>English</b> as learners use print media to examine evolution of human rights and report back to peers in class.</li> <li>● <b>Visual Arts</b>, as learners design a tree- diagram to indicate characteristics of human rights and display in class.</li> <li>● <b>Hindu Religious Education, Islamic Religious Education and Christian Religious Education</b> as learners brainstorm son issues of equity and non-discrimination.</li> </ul>	
<p><b>Non Formal Activities to support Learning</b></p> <ul style="list-style-type: none"> <li>● Creating awareness in the school community on protection of human rights.</li> <li>● Promote issues of equity and non-discrimination in the school community.</li> </ul>	<p><b>Suggested Modes of Assessment</b></p> <ul style="list-style-type: none"> <li>● Oral/Signed questions</li> <li>● Observations</li> <li>● Written tests</li> </ul>
<p><b>Suggested Learning Resources:</b> Digital resources, charts, manila papers, internet sources, The Constitution of Kenya, display boards, approved textbook and other print resources, libray</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Examining the evolution of Human Rights as practiced in society.</b>	Examines evolution of Human Rights as practiced in society and supports peers.	Examines the evolution of Human Rights as practiced in society.	Highlights the evolution of Human Rights as practiced in society.	Outlines the evolution of Human Rights as practiced in society.
<b>Classifying Human Rights as stipulated in the Human Rights instruments</b>	Classifies Human Rights as stipulated in the Human Rights instruments and supports peers.	Classifies Human Rights as stipulated in the Human Rights instruments	Classifies some Human Rights as stipulated in the Human Rights instruments	Classifies some Human Rights as stipulated in the Human Rights instruments, with prompts.
<b>Exploring the characteristics of Human Rights as practiced.</b>	Explores and explain the characteristics of Human Rights as practiced.	Explores the characteristics of Human Rights as practiced.	Outlines characteristics of Human Rights as practiced.	States some characteristics of Human Rights as practiced.
<b>Analysing the concept of equity and non-discrimination</b>	Analyses the concept of equity and non-Discrimination and support peers.	Analyses the concept of equity and non-discrimination.	Highlights the concept of equity and non-discrimination.	Attempts to highlight the concept of equity and non-discrimination.

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.0 Political Development and Governance</b>	<b>5.5 African Diasporas (4 Lessons)</b>	<b>By the end of the sub- strand, the learner should be able to;</b> a) describe the concept of “African Diasporas” for learning, b) explore the factors that contributed to the presence of	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>In pairs, use print or electronic media to define the concept of “African diasporas” and share in class.</li> <li>In groups, conduct a library research on the factors that contributed to the</li> </ul>	1. How can we promote collaboration between continental Africans and

		<p>African diasporas across the world,</p> <p>c) locate countries inhabited by African Diasporas by 1960 on a World map,</p> <p>d) assess the role of the diasporas in the political development in Africa,</p> <p>e) acknowledge the African diasporas for promotion of African unity in society today.</p>	<p>presence of African Diasporas across the world and share findings in class.</p> <ul style="list-style-type: none"> <li>• In pairs, use print media or digital devices to locate on the world map countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>) and report back findings in class.</li> <li>• In pairs, watch a signed audio visual clip on the role of diaspora in the political development in Africa and discuss as class.</li> <li>• Debate on the role of the Diasporas in the political development in Africa.</li> </ul>	<p>African Diasporas?</p> <p>2. How can we promote African Unity in the society today?</p>
<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> as learners in groups , use print media or digital devices to indicate on the world map countries inhabited by African diasporas by 1960(<i>USA, Brazil and France</i>).</li> <li>• <b>Digital Literacy</b> as learners use digital devices to locate on the world map countries inhabited by African Diasporas and watch a signed audio-visual clip on the role of diaspora in the political development in Africa.</li> <li>• <b>Learning to learn</b> as learners conduct a library research on the factors that contributed to the movement of African Diasporas to various parts of the world and share findings in class.</li> </ul> <p><b>Citizenship</b> as learners debate on the role of diaspora in the political development in Africa.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking</b> is promoted as learners conduct a library research on the factors that contributed to the presence of African Diasporas across the world.</li> <li>• <b>Self-Awareness</b> is enhanced as learners use print or digital resources to locate on the world map countries inhabited by African Diasporas.</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity</b> is enriched as learners in groups, conduct a library research on the factors that contributed to the presence of African Diasporas across the world and share findings in class.</li> </ul>		
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>English</b> as learners debate on the role of diaspora in the political development in Africa.</li> <li>• <b>Computer Science</b> as learners use digital devices to watch a signed audio video on the role of diaspora in the political</li> </ul>				



development in Africa.	
<b>Non Formal Activities to support Learning</b> <ul style="list-style-type: none"> <li>Organize a symposium on the role of African Diasporas in socio- economic and political development.</li> </ul>	<b>Suggested Modes of Assessment</b> <ul style="list-style-type: none"> <li>Oral/signed questions</li> <li>Observations</li> <li>Written tests</li> </ul>
<b>Suggested Learning Resources:</b> Internet sources, flip charts, manila papers, masking tapes marker pens, pencils , signed audio visual clips, approved textbooks and other printed resources,	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Describing the concept of “African diasporas”</b>	Examines the concept of “African diasporas”.	Describes the concept of “African diasporas.”	Highlights the concept of “African diasporas”	Highlights the concept of “African diasporas” with prompts.
<b>Exploring the factors that contributed to the presence of African diasporas across the world</b>	Explores and give examples of the factors which contributed to the presence of African Diasporas across the world.	Explores the factors that contributed to the presence of African diasporas across the world.	Lists the factors which contributed to the presence of African diaspora across the world.	List some of the factors that contributed to the presence of African diasporas across the world.
<b>Locating on the world map countries inhabited by African Diasporas(USA, Brazil and France)</b>	Locates on the world map countries inhabited by African diasporas ( <i>USA, Brazil and France</i> ) and supports peers.	Locates on the world map countries inhabited by African diasporas ( <i>USA, Brazil and France</i> ).	Locates on the world map some of the countries inhabited by African diasporas( <i>USA, Brazil and France</i> ).	Locates on the world map some of the countries inhabited by African diasporas ( <i>USA, Brazil and France</i> ) with support.

<b>Assessing the role of the diasporas in the political development in Africa.</b>	Assesses the role of the diasporas in the political development in Africa and supports peers.	Assesses the role of the diasporas in the political development in Africa.	Highlights the role of the diasporas in the political development in Africa.	States the role of the diasporas in the political development in Africa.
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<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.0 Political Development and Governance</b>	<b>5.6 Global Citizenship</b> (3 Lessons)	<b>By the end of the sub-strand, the learner should be able to;</b> a) explain why there is interconnectedness and interdependence among countries in the world today, b) investigate positive and negative effects of globalization at local and national levels, c) describe qualities of a global citizen in the modern society, d) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya, e) develop a sense of belonging to a common humanity for harmonious living.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>● In groups, discuss the interconnectedness and interdependence among countries in the world today.</li> <li>● In groups, read through news articles in newspapers or use appropriate electronic media to find out aspects that promote globalisation in the community and share the information in class.</li> <li>● Debate on positive and negative effects of globalization at local and national levels.</li> <li>● In groups, brainstorm on the qualities of a global citizen in the modern society and share in class.</li> <li>● In pairs, use print media or digital devices to research for qualities of a global citizen and write them down.</li> <li>● Design a tree diagram and indicate qualities of a global citizen and display it in class.</li> </ul>	1. How do countries connect and depend on each other in the world today?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship</b> as learners discuss in groups the interconnectedness and interdependence among countries and brainstorm on the qualities of a global citizen in the world today.</li> <li>● <b>Communication and Collaboration</b> as learners debate on positive and negative effects of globalization at local and national levels.</li> <li>● <b>Learning to learn</b> as learners go through and sign news articles in newspapers and use appropriate electronic media to find out aspects that promote globalisation in the community, share the information in class and debate on the positive and negative effects of globalization.</li> </ul>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Problem Solving</b> is enhanced as learners debate on positive and negative effects of globalization at local and national levels and propose solutions.</li> <li>● <b>Self-Awareness</b> is enhanced as learners use print media or digital devices to research for qualities of a global citizen and write them down.</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity</b> is enhanced as learners in groups, discuss the interconnectedness and interdependence among countries in the world today.</li> <li>● <b>Patriotism</b> is enhanced as the learners brainstorm on the qualities of a global citizen in the modern society.</li> <li>● <b>Respect</b> cultivated as the learners debate on positive and negative effects of globalization at local and national levels.</li> </ul>
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Computer Science</b> as learners use print media or digital devices to research for qualities of a global citizen and write them down.</li> <li>● <b>English</b> as learners debate on positive and negative effects of globalization at local and national levels and propose solutions.</li> <li>● <b>Visual Arts</b> as learners draw a sketch of a human figure and indicate qualities of a global citizen.</li> </ul>	
<p><b>Non Formal Activities to support learning:</b> Create a talking wall with a tree diagram showing member states of African Union (AU).</p>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral/signed questions</li> <li>● Observations</li> <li>● Written tests</li> <li>● Journaling</li> </ul>
<p><b>Suggested Learning Resources;</b> Posters, approved text books, charts/ manila papers, approved text books and other printed resources,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Explaining the interconnectedness and interdependence of different countries.</b>	Examines the interconnectedness and interdependence of different countries.	Explains the interconnectedness and interdependence of different countries.	Highlight the interconnectedness and interdependence of different countries.	State the interconnectedness and interdependence of different countries.
<b>Investigating positive and negative effects of globalisation.</b>	Explores positive and negative effects of globalization at local and national levels.	Investigates positive and negative effects of globalization at local and national levels.	Lists positive and negative effects of globalization at local and national levels.	Lists positive and negative effects of globalization at local and national levels with prompt.
<b>Describing qualities of a global citizen in the modern society.</b>	Examines qualities of a global citizen in the modern society.	Describes qualities of a global citizen in the modern society.	Outline some qualities of a global citizen in the modern society.	State some qualities of a global citizen in the modern society with prompt.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.0 Political Development and Governance</b>	<b>5.7. Global Governance (4 Lessons)</b>	<p><b>By the end of the sub-strand, the learner should be able to:</b></p> <p>a) identify the guiding principles of leadership and integrity in promotion of good governance,</p> <p>b) examine the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU),</p> <p>c) State the member countries of the African Union,</p>	<p><b>Learners are guided to:</b></p> <ul style="list-style-type: none"> <li>● In groups use relevant print resources or digital devices to find out the guiding principles of leadership and integrity and share in class.</li> <li>● Role-play the guiding principles of good leadership and integrity in promotion of good governance.</li> <li>● Prepare slogans on the guiding</li> </ul>	<p>1. How should leadership and integrity be promoted in the society today?</p>

		<p>d) illustrate the organizational structure of the African Union(AU),</p> <p>e) explore factors which can promote continental interconnectedness and interdependence,</p> <p>f) develop a sense of belonging to Africa and respect for differences and diversity.</p>	<p>principles of good leadership and integrity in promotion of good governance.</p> <ul style="list-style-type: none"> <li>● Sing/sign sing the AU anthem for promotion of regional citizenship.</li> <li>● In pairs, use digital or print media resources to research on the formation of OAU and AU and share in class.</li> <li>● In groups, use digital or print media resources to research on the achievements of OAU and AU and share in class.</li> <li>● In groups, use digital or print media resources to research on the challenges of OAU and AU and present in class.</li> <li>● Draw a map of Africa and indicate member countries of the AU and display it in class.</li> <li>● In groups, outline on a chart the Member states of the AU fingerspell and sign in class.</li> <li>● Use print or digital resources to search for the Organizational Structure of OAU and the AU sketch it and display it in class to compare with other groups.</li> <li>● In groups, brainstorm in groups on factors which can promote continental interconnectedness and share in class.</li> </ul>	<p>2. How can we promote continental interconnectedness and interdependence?</p>
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<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration</b> as the learners role-play on the guiding principles of good leadership and integrity.</li> <li>● <b>Citizenship</b> as learners draw a map of Africa and indicate member states of AU , use print or media and other resources to search for the national flags of the member countries of AU , make a collage and share the information in class.</li> <li>● <b>Learning to learn</b> as the learners use digital or print media resources to research on the formation, achievements and challenges of OAU and AU.</li> </ul> <p><b>Self-Efficacy</b> as the learners role-play on the guiding principles of good leadership and integrity in promotion of good governance.</p>	
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship; Social Cohesion</b> is promoted as learners brainstorm factors which can promote continental interconnectedness and interdependence.</li> <li>● <b>Good governance</b> is promoted as they prepare slogans on guiding principles and benefits of leadership and integrity in promotion of good governance.</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Social justice</b> is nurtured as the learners prepare slogans on elements of inclusive governance for promotion of social justice.</li> <li>● <b>Integrity</b> is enhanced as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance.</li> <li>● <b>Patriotism</b> is enhanced as the learners use print or media resources to search for the national flags of the member countries of AU and make a collage to share in class and as they sing and sign-sing the AU Anthem.</li> </ul>
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>English</b> as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance and brainstorm in groups on factors which can promote continental interconnectedness and interdependence.</li> <li>● <b>Performing Arts</b> as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance and sing the AU Anthem.</li> <li>● <b>Computer Science</b> as learners use digital devices to research on the formation, achievements and challenges of OAU and AU.</li> </ul>	
<p><b>Non Formal Activities to support learning:</b></p> <ul style="list-style-type: none"> <li>● Developing posters on qualities of global citizen and posting them at strategic positions in the school.</li> </ul>	<p><b>Suggested Modes of Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral /signed questions</li> <li>● Observations</li> <li>● Written tests</li> </ul>
<p><b>Suggested Learning Resources:</b> Internet, flip charts, manila papers, masking tapes marker pens/pencils, approved text books and other printed resources,</p>	

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
<b>Identifying the guiding principles of leadership and integrity in promotion of good global governance</b>	Explains guiding principles of leadership and integrity in promotion of good governance.	Identifies guiding principles of leadership and integrity in promotion of good governance.	Identifies some guiding principles of leadership and integrity in promotion of good governance.	Mentions some guiding principles of leadership and integrity in promotion of good governance.
<b>Examining the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)</b>	Examines the formation, achievements and challenges of the Organization of African Unity (O.A.U) and African Union (A.U) and supports peers.	Examines the formation, achievements and challenges of the Organization of African Unity (O.A.U) and African Union (A.U).	Highlights the formation, achievements and challenges of the Organization of African Unity (O.A.U) and African Union (A.U).	Highlights the formation, achievements and challenges of the Organization of African Unity (O.A.U) and African Union (A.U) with prompts.
<b>Stating the member countries of the African Union.</b>	States and locate on map of Africa, the member countries of the African Union (A.U).	States the member states of the African Union (A.U).	States some of the member countries of the African Union (A.U).	States some of the member countries of the African Union with prompts.

<b>Illustrating the organizational structure of the AU</b>	Illustrates the organizational structure of the A.U and support peers.	Illustrates the organizational structure of the A.U.	Illustrates the organizational structure of the A.U but omits some organs.	Mentions some organs of A.U but has challenges illustrating the organizational structure.
<b>Exploring factors which can promote continental interconnectedness and interdependence</b>	Explores and explains factors which can promote continental interconnectedness and interdependence	Explores factors which can promote continental interconnectedness and interdependence	Highlights factors which can promote continental interconnectedness and interdependence	States factors which can promote continental interconnectedness and interdependence



## 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 1-2 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 utilise 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
<p>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>	<p><b>By the end of the CSL class activity, the learner should be able to;</b></p> <ul style="list-style-type: none"> <li>a) identify a problem in the school community through research,</li> <li>b) develop a plan to solve the identified problem in the community,</li> <li>c) design solutions to the identified problem,</li> <li>d) implement solution to the identified problem,</li> <li>e) share the findings to relevant actors,</li> <li>f) reflect on own learning and relevance of the project,</li> <li>g) appreciate the need to belong to a community.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention.</li> <li>● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice.</li> <li>● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem.</li> <li>● Learners brainstorm on the resources needed for the activity and source for them.</li> <li>● 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 preparation and selection of data collection methods and tools (questionnaires, focus group discussions and interviews).</li> <li>● In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher.</li> <li>● In groups, learners collect data and record findings. Pair a learner who is deaf with a learner</li> </ul>	<ol style="list-style-type: none"> <li>1. How does one determine community needs?</li> <li>2. Why is it necessary to be part of a community?</li> </ol>

		<p>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.</p> <ul style="list-style-type: none"> <li>● In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings.</li> <li>● 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).</li> <li>● Learners use feedback from peers and the school community to improve on the implementation of the project.</li> <li>● 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.</li> <li>● 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).</li> </ul>	
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SUGGESTED MODES OF ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> <li>● Observation</li> <li>● Oral/signed question</li> </ul>	<ul style="list-style-type: none"> <li>● Notebooks</li> <li>● Pens</li> <li>● Digital devices</li> <li>● Written questionnaires</li> <li>● Cameras</li> <li>● Sign language interpreter</li> <li>● Portfolio</li> </ul> <p>NB: Depending on the PCI the learners choose to address, they should be guided on learning resources specific to the PCI.</p>

<b>Assessment Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.

