



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**SOCIAL STUDIES
FOR LEARNERS WITH VISUAL IMPAIRMENT**

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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ISBN: 978-9914-43-670-9

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

Curriculum is a tool, which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate ‘*to develop curriculum* and curriculum support materials*’ has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonization 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 Visual 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 Visual Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Visual 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 conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission* Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with Visual Impairment taking cognizance 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 Visual 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

S/No.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Braille skills	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfillment

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

iv) Promote sound moral and religious values.

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

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

- vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

- vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LEARNING 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 with aspects of History, Geography and Citizenship. It is the study of change and development in society over time. It enables the learner with visual impairment 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, national, regional and global responsibility. The subject aims at providing the learner 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 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 concerned 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 visual impairment to make informed decisions for the public good as a citizen of a culturally diverse democratic society. It deals with people, interpersonal relationships, their culture and how they relate to natural and historic built environments. As people live together, they establish systems of governance. Social Studies enables the learner to gain understanding of basic principles of national values, democracy, social, economic and political developments. Further, Social Studies facilitate the learners 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.

For learners with blindness and low vision to learn effectively the design has been adapted. The adaptations include suggestions for provision of verbal descriptions on aspects that require use of sight, digital devices with assistive technology, tactile maps and diagrams, print with appropriate contrast, font size and font types, hands on demonstrations, purposeful paring, adapted learning resources. Social Studies subject will prepare these learners for the social sciences pathway in senior school.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner with visual impairment should be able to;

1. Demonstrate an understanding of historical concepts, historical sources and evidence for development of identity and sense of 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)
1.0 Social Studies	1.1 Career and Entrepreneurial Opportunities in Social Studies (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) analyze importance of social studies for personal development and service to humanity; b) explore career opportunities related to social studies in Kenya and globally; c) examine entrepreneurial opportunities in social studies in the society; d) apply appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies; e) recognise biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in Social Studies; f) demonstrate respect for one's gender identity in pursuit of social studies 	<ul style="list-style-type: none"> ● In groups, learners brainstorm the importance of social studies for personal development and service to humanity. ● Learners use print or braille materials for digital devices with assistive technology to find careers in social studies in Kenya and globally and present in class. ● Learners are guided to create a list of careers that require history, geography and citizenship education from a list of university career options. Learners with blindness be provided with a list of university careers options in braille and identify careers that require history, geography and citizenship education ● In groups, learners discuss the careers they identified to require history, geography and citizenship education and make a class presentation. ● Learners be guided to develop class rules that discourage gender stereotypes in career choices. ● In groups, learners brainstorm entrepreneurial opportunities for Social Studies in the society and make notes. ● Learners interview a resource person on stereotypes associated with career choices and entrepreneurial opportunities in Social Studies. ● Learners with low vision use manilla papers and felt pens to create a poster of all entrepreneurial opportunities for Social 	<ol style="list-style-type: none"> 1. How do careers and entrepreneurial opportunities emanating from Social Studies serve self and humanity? 2. How can we demonstrate respect for one's gender identity in pursuit of career and entrepreneurial opportunities in Social Studies?

		careers and entrepreneurial opportunities; g) appreciate the role of Social Studies for promotion of social cohesion.	Studies in society and display it in school, while learners with blindness make braille cards on entrepreneurial opportunities for Social Studies in the society and mount them on a manilla paper and display it in school	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration as learners brainstorm on the importance of social studies for personal development. • Critical Thinking and Problem Solving as learners develop class rules that discourage gender stereotypes • Self-efficacy as learners discuss suitable careers and hold peer led symposia on careers in Social Studies • Learning to Learn as learners interview resource persons on stereotypes associated with career choices and entrepreneurial opportunities in Social Studies. 				
Values:				
<ul style="list-style-type: none"> • Unity is promoted as learners brainstorm on the importance of social studies for personal development. • Patriotism is achieved as learners initiate and develop class rules that discourage gender stereotypes in career choices. • Respect is enhanced as learners demonstrate respect for one’s gender identity in daily interactions regardless of sociocultural perspectives. • Peace upheld as learners recognise biological differences devoid of stereotypes in career choices in social studies • Integrity enhanced as learners initiate and develop class rules that discourage gender stereotypes. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Self-awareness promoted as learners identify suitable careers in social studies • Gender awareness promoted as learners address gender stereotypes associated with career choices in school and the community • Decision Making is promoted as learners explore careers and entrepreneurial opportunities related to Social Studies • Problem Solving is achieved as learners apply appropriate strategies for addressing gender stereotypes associated with career choices in school and the community. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Computer Science as learners use digital devices with assistive technology to explore careers in Social Studies in Kenya and globally • Life Skill Education as learners identify possible careers that they may take in the social studies field • Pre-technical studies as learners use print or digital devices with assistive technology to explore careers in social studies in Kenya and globally • Computer Science as learners use digital devices with assistive technology to explore careers in Social Studies in Kenya and globally • Business Studies as learners brainstorm on entrepreneurial opportunities in Social Studies • Religious Education as learners promote human dignity and equality and value biological differences devoid of stereotypes • English as learners develop communication messages and create talking walls with slogans on gender equity and careers. 				

<p>Non-Formal Activities to Support Learning: •</p> <ul style="list-style-type: none"> • Learners could engage a resource person to talk about prevention of gender stereotypes associated with careers
<p>Suggested Mode of Assessment:</p> <p>Oral questions, observation, portfolio, anecdotal, journals, peer and self and peer assessment</p>
<p>Suggested Learning Resources:</p> <p>Tactile maps and diagrams, photographs, digital devices with assistive technology, felt pens, manilla papers, scissor, glue, resource person, braille papers, braille machine</p>

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analysing importance of Social Studies for personal development and service to humanity	Analyses importance of Social Studies for personal development and service to humanity and proposes how it can be applied	Analyses importance of Social Studies for personal development and service to humanity	Explains 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
Exploring career opportunities related to Social Studies in Kenya and globally	Explores citing examples career opportunities related to Social Studies in Kenya and globally	Explores career opportunities related to Social Studies in Kenya and globally	Illustrates career opportunities related to Social Studies in Kenya and globally	States career opportunities related to Social Studies in Kenya and globally
Examining entrepreneurial opportunities for Social Studies in the society	Examines entrepreneurial opportunities for Social Studies in the society and explains how they relate to social studies	Examines entrepreneurial opportunities for Social Studies in the society	Explains entrepreneurial opportunities for Social Studies in the society	Lists entrepreneurial opportunities for Social Studies in the society

STRAND 2.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>2.0 Natural and Historic Built Environments in Africa</p>	<p>2.1 Maps and Map Work (5 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the position, shape and size of Africa; b) Identify the countries that make up the African continent; c) use latitudes and longitudes to locate places and features on a map; d) calculate the time of different places in the world using longitudes; e) distinguish pictures, plans and maps as used in social studies; f) examine the three types of maps used in social studies; g) recognize the importance of maps in day to day lives. 	<ul style="list-style-type: none"> • In groups learners to brainstorm on position, shape and size of Africa and share in class, • In groups learners to brainstorm about countries that make up Africa and share in class, • Learners with low vision draw an outline map of Africa and indicate the countries that make up Africa and display in class, while learners with blindness be provided with tactile map of Africa with countries that make up Africa to explore, identify and write down the countries indicated in the map and display them in class, • Use print or braille materials or digital devices with assistive technology to establish the position and location of places and features on a map. Learners with blindness be provided with hands on demonstration to establish the position and location of places and features on a map, • Learners be guided to practice calculating time of different places using longitudes. • Learners be guided to brainstorm on how pictures, plans and maps are used in social studies. • Learners be guided to research on the three types of maps used in Social Studies and 	<ol style="list-style-type: none"> 1. How do we locate places and features on a map? 2. Why are latitudes and longitudes useful in day to day lives?

			<p>make summary notes (<i>Topographical maps, Sketch maps and Atlas Maps</i>)</p> <ul style="list-style-type: none"> • In groups learners discuss the uses of different types of maps and present in class 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship as learners describe the location and position of Kenya in Africa. • Communication and collaboration as learners practice in pairs calculating time of different places using longitudes. • Digital Literacy as learner use digital devices with assistive technology to establish the position and location of places and features on a map. • Critical thinking and problem solving as learner use latitudes and longitudes to locate places and features on a map. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is achieved as learners take care of digital devices with assistive technology when researching on the three types of maps used in Social Studies and make summary notes. • Patriotism is enhanced as learners draw or model an outline map of Africa and indicate the countries that make up Africa and display in class. • Unity achieved as learners work in groups to brainstorm the position, shape and size of Africa and share the points in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion is enhanced as learners brainstorm in groups, the position, shape and size of Africa and share in class. • Environmental Education is promoted as learners use latitudes and longitudes to locate the position of places and features on a map. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer Science as learners use digital devices with assistive technology to establish the position and location of places and features on a map. • Mathematics as learners use longitudes to calculate time of different places in the world. • English as learners brainstorm in groups, the position, shape and size of Africa and share their ideas in class 				
<p>Non formal Learning Activities: Learners could draw or model map of the school compound.</p>				
<p>Suggested Learning Resources: Local and extended environment, tactile maps and diagrams, photographs, digital devices with assistive technology</p>				
<p>Suggested Mode of Assessment: Oral questions, observation, portfolio, anecdotal records, peers and self-assessment.</p>				

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the position, shape, and size of Africa	Describes the position, shape, and size of Africa with illustrations	Describes the position, shape, and size of Africa	Outlines position, shape, and size of Africa	Identifies the position, shape, and size of Africa
Using latitudes and longitudes to locate places and features on a map	uses latitudes and longitudes to locate places and features on a map of Africa and beyond Africa	uses latitudes and longitudes to locate places and features on a map	Outline how longitudes and longitude are used to locate most of the places and features on a map	States how latitudes and longitudes are used to locate places and features on a map
Calculating time of different places in the World using Longitudes	calculates time of different places in the World using Longitudes giving explanation	calculates time of different places in the World using Longitudes	Explains how to calculate time of some of the different places in the World using Longitudes	Outlines how to calculate time of different places in the World using Longitudes
Distinguishing pictures, plans and maps as used in Social Studies	Distinguishes pictures, plans and maps as used in Social Studies citing relevant features of each.	distinguish pictures, plans and maps as used in Social Studies	Describes pictures, plans and maps as used in Social Studies	Identifies pictures, plans and maps as used in Social Studies
Examining the three types of maps used in Social Studies	examines the three types of maps used in Social Studies with illustrations	examines the three types of maps used in Social Studies	Identifies three types of maps used in Social Studies	names three types of maps used in Social Studies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 Natural and the Built Environments in Africa	2.2 The Earth and the Solar system (5 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the origin, size, shape and position of the earth in the solar system; b) examine the effects of rotation and revolution of	<ul style="list-style-type: none"> ● In groups learners be guided to share stories on the origin of the earth from their communities. ● Learners be guided to use print or braille materials or digital devices with assistive technology to research about the theories explaining the origin of the earth 	<ol style="list-style-type: none"> 1. How did the earth come into being? 2. Why is it important to understand the solar system?

		<p>the earth on human activities;</p> <p>c) illustrate the internal structure of the earth in the solar system;</p> <p>d) appreciate the effects of rotation and revolution of the earth on human activities.</p>	<p><i>(the passing star theory and the Nebula theory).</i></p> <ul style="list-style-type: none"> ● In groups learners are guided to find out and brainstorm on the size, shape and position of the earth in the solar system. ● Learners be guided to conduct library research on effects of rotation and revolution of the earth on human activities. ● Learners with low vision draw the solar system and indicate the position of the earth as the home of humankind while learners with blindness be provided with a tactile diagram of the solar system to manipulate and identify the position of the earth as the home of humankind. ● learners be guided to model the solar system showing the position of the earth and display in class and take a gallery walk to peer assess ● Learners with low vision draw the internal structure of the earth and display in class (<i>core, mantle and crust</i>). While learners with blindness be provided with a model of the internal structure of the earth to explore and identify the different layers of the earth (<i>core, mantle and crust</i>). 	
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Core competencies to be developed:

- Learning to learn as learners do library research on the position of the earth in the solar system and write short notes.
- Self-efficacy as learners model the solar system and show the position of the earth and display in class.
- Global citizenship as learners draw or explore a model of the solar system and indicate the position of the earth as the home of humankind.
- Creativity and Imagination as learners model the solar system of the earth, display in class, do gallery walk to peer assess the models.

Values:

- Respect is enhanced as learner share stories on the origin of the earth
- Unity is achieved as learner brainstorm in groups on the origin, size, shape of the earth and share the findings in class.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education is enhanced as learners examine the effects of rotation and revolution of the earth on human activities
- Social cohesion is achieved as learner share stories on the origin of the earth from their communities and brainstorm in groups on the origin, size, shape of the earth and share in class

Link to other subjects:

- Integrated Science as learner explain the origin, size, shape and position of the earth in the solar system
- English as learners do library research on the position of the earth in the solar system and write short notes
- Computer Science as learners use relevant print or digital resources to find out about the theories explaining the origin of the earth (*the passing star theory and the Nebula theory*)

Non-Formal Activities to Support Learning:

Learner to make a model of the internal structures of the earth and display them on social studies corner in class

Suggested Mode of Assessment:

Oral questions, observation, portfolio, anecdotal, peer and self-assessments, project

Suggested Learning Resources:

Local and extended environment, Realia, model of internal structure of the earth, photographs, digital devices with assistive technology, Tactile globe, tactile maps.

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the origin, size, shape and position of the earth in the solar system	Describes the origin, size, shape and position of the earth in the solar system with illustration.	Describes the origin, size, shape and position of the earth in the solar system.	Explains the origin, size and shape of the earth in the solar system.	States the origin of the earth in the solar system.
Examining 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 citing relevant examples	Examine the effects of rotation and revolution of the earth on human activities	Explains the effects of rotation and revolution of the earth on human activities	Outlines the effects of rotation and revolution of the earth on human activities
Illustrating the internal structure of the earth in the solar system	Illustrates with a sketch the internal structure of the earth in the solar system	Illustrates the internal structure of the earth in the solar system	Describes the internal structure of the earth in the solar system	Outlines the internal structure of the earth in the solar system

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Natural and the Built Environments in Africa	2.3. Weather (5 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the elements of weather in the environment; b) analyse data on weather conditions in the environment; c) interpret data on weather conditions in the environment; d) explain the factors considered when siting a weather station; e) construct selected instruments for measuring elements of weather; f) examine the significance of weather to human environment;	<ul style="list-style-type: none"> ● Learners be guided to use digital devices with assistive technology to research on the elements of weather in the environment, ● In groups learners brainstorm on how to analyse the weather conditions in the environment. ● In groups learners brainstorm on how to interpret the weather conditions in the environment. ● In groups, learners use digital devices with assistive technology to search on factors considered when siting a weather station. ● In groups learners be guided to undertake a project on observation, 	<ol style="list-style-type: none"> 1. Why are elements of weather in the environment important? 2. How can we predict change in weather conditions?

		<p>g) respond appropriately to different weather conditions in the environment.</p>	<p>recording and analysing and interpreting data of different elements of weather for a given period of time. Learners with blindness be supported on activities that require use of sight during the project.</p> <ul style="list-style-type: none"> ● In groups, learners record and calculate weather conditions in the local environment (<i>temperature, rainfall</i>). Learners with blindness be supported on activities that will require use of sight. ● In groups, learners explore a suitable location within the school compound to site a weather station ● In groups use locally available materials to construct selected instruments for measuring elements of weather (a <i>rain gauge/ wind vane/windsock</i>) and peer assess. Learners with blindness be supported on activities that will require use of sight. ● In groups brainstorm on significance of weather to human environment and how to appropriately change to varied weather conditions 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners describe the elements of weather, compose and sing songs or recite poems on the significance of weather to the human environment. 				

<ul style="list-style-type: none"> ● Self-efficacy as learners accurately measure, calculate, analyse and present weather data. ● Learning to learn as learners work in pairs and or in groups to measure, record, analyse and interpret weather data ● Digital literacy as learners use appropriate digital devices with assistive technology to describe elements of weather, analyse and interpret data on weather conditions.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners carefully handle instruments for measuring weather elements, analyse and interpret weather data using digital resources. ● Respect is enhanced for one another as they take turns while measuring the weather elements and consider each other's views
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security is enhanced as learners acquire knowledge on weather elements and respond appropriately to different weather conditions and as they construct the weather instrument in the environment ● Decision-making is promoted as learners make informed decisions based on the analysis and interpretation of weather data.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners describe the elements of weather, recite poems, compose and sing songs on the significance of weather to human environment. ● Mathematics as learners work in pairs to record and calculate weather data and use appropriate digital devices to analyse and interpret data on weather conditions. ● Computer Science as learners use relevant digital resources to describe the elements of weather in the environment and when using appropriate digital devices to analyse and interpret data on weather conditions. ● Visual Arts as they construct instruments for measuring elements of weather (<i>rain gauge, wind vane or windsock</i>) ● Performing Arts as learners compose and sing songs or recite poems on the significance of weather to human environment.
<p>Non Formal Activities to Support Learning:</p> <p>Learners could work in groups to construct weather instruments of their choice using locally available material. Learners with blindness be supported on activities that will require use sight.</p>
<p>Suggested Mode of Assessment:</p> <p>Oral questions, observation, portfolio, anecdotal, project, self and peer assessment.</p>
<p>Suggested Learning Resources:</p> <p>Local and extended environment, photographs, digital devices with assistive technology, weather instruments, manilla papers, scissors, assorted pieces of wood, twines, glue, calibrated rulers.</p>

Assessment Rubric:				
criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the elements of weather in the environment	Describes the elements of weather in the environment citing relevant example	Describes the elements of weather in the environment	Lists the elements of weather in the environment	Recalls some of the elements of weather in the environment
Analysing data on weather conditions	Analyses data on weather conditions and gives inferences	Analyses data on weather conditions	Outline briefly how to analyse data on weather conditions	states how to analyse data on weather conditions
interpreting data on weather conditions	interprets data on weather conditions and gives inferences	interprets data on weather conditions	Outlines briefly data on weather conditions	States briefly how to interpret data on weather conditions
Explaining the factors considered in siting a weather station	Explains the factors considered in siting a weather stations giving reasons	explains the factors considered in siting a weather station	identifies the factors considered in siting a weather station	states the factors considered in siting a weather station
Constructing selected instruments for measuring elements of weather (<i>rain gauge or wind vane</i>)	Constructs selected instruments for measuring elements of weather (<i>rain gauge or wind vane</i>)	Constructs and assess selected instruments for measuring elements of weather(<i>rain gauge or wind vane</i>)	Explains how to construct the selected instruments for measuring elements of weather (<i>rain gauge or wind vane</i>)	States how to construct selected instruments for measuring elements of weather(<i>rain gauge or wind vane</i>)
Examining the significance of weather to human environment	examines the significance of weather to human environment relating it with day today human activities	examines the significance of weather to human environment	Illustrates 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)
2.0 Natural and Built Environment Africa	2.4 Historical Information (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify various sources of historical information in the society; b) distinguish between primary and secondary sources of historical information; c) explore how various sources of historical information have been preserved over the years; d) assess the significance of various sources of historical information in providing evidence of past human accounts; e) recognize sources of historical information in understanding past human accounts; f) acknowledge the use of various sources of historical information in the study of the past.	<ul style="list-style-type: none"> ● Learners use print or Braille materials, or digital devices with assistive technology to find out sources of historical information in the society and share in class. ● Learners with low vision be guided to use felt pen and manilla papers to design posters on primary and secondary sources of historical information in the society and display them in class, while learners with blindness be guided to write primary and secondary sources of historical information in the society in braille cards, mount them on a manilla paper and display them in class. ● In groups learners be guided to discuss ways of preserving sources of historical information ● Learners to debate on the significance of various sources of historical information in providing evidence of past human accounts. 	<ol style="list-style-type: none"> 1. How does the past shape the present and future? 2. How significant are sources of historical information in understanding past human accounts?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration as learners express themselves with clarity as they debate on the significance of historical information. ● Digital Literacy as learners find out the sources of historical information using digital devices with assistive technology ● Self-efficacy as learners’ debate about the significance of sources of historical information. ● Citizenship as learners find out the sources of historical information and explore how the historical sources of information have been preserved. 				
Values: <ul style="list-style-type: none"> ● Patriotism is enhanced as learners explore how the sources of historical information have been preserved. 				

<ul style="list-style-type: none"> ● Unity is promoted as learners work together designing posters on sources of primary and secondary sources of historical information and display them in class. ● Responsibility is achieved as learners handle with care digital resources with assistive technology to find out sources of historical information.
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem is achieved as learners’ debate on the significance sources of historical information to the society. ● Creative thinking is enhanced as learners skillfully create posters on the sources of historical information and display them conveniently in class. ● Social cohesion is promoted as learners’ debate as a class on the significance of historical sources of information in the society.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners discuss in small groups, sources of historical information in the society and debate on the significance of historical sources of information in the society. ● Visual Arts as learners design posters in print and braille on sources of primary and secondary sources of historical information in the society. ● Computer Science as learners use digital resources to find out sources of historical information in the society and share in class.
<p>Non Formal Activities to Support Learning: Learners could conduct a library research to find out the sources of historical information.</p>
<p>Suggested Mode of Assessment: Oral questions, peer and self-assessment, observation, portfolio, anecdotal, project.</p>
<p>Suggested Learning Resources: Local and extended environment, Realia, photographs, digital devices with assistive technology, artifacts</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying sources of historical information in the society	Identifies sources of historical information in the society citing relevant examples	Identifies sources of historical information in the society	States some of the sources of historical information in the society	Names a few of the sources of historical information in the society
Distinguishing 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 giving explanation.	Distinguishes between the primary and secondary sources of historical information in the society	Explains primary and secondary sources of historical information in the society	States the primary and secondary sources of historical information in the society
Exploring how sources of historical information have	Explores how various sources of historical information have	Explores how sources of historical information	Recognizes how sources of historical information have	Lists how sources of historical information have

been preserved in the society	been preserved in the society giving examples	have been preserved in the society	been preserved in the society	been preserved in the society
Assessing the significance of sources of historical information in providing evidence of past human accounts.	Assesses the significance of sources of historical information in providing evidence of past human accounts citing advantages and disadvantages	Assesses the significance of sources of historical information in providing evidence of past human accounts.	Explains 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>3.0 People and Population</p>	<p>3.1 Human Origin (4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explore traditional stories of human origin from selected African communities; b) explain the religious stories about the origin of humankind; c) examine factors proving that Africa is the cradle of humankind; d) record traditional stories about the origin of humankind in society; e) appreciate the various stories of human origin for self-identity. 	<ul style="list-style-type: none"> ● Learners be guided to engage a resource person to discuss the traditional and religious stories on human origin ● In groups, learners be guided to compare the different stories on human origin ● Learners to write essays on human evolution in Africa. ● Learners watch or listen to audiovisual clips on features proving that Africa is the cradle of humankind. ● In group learners to write a collaborative essay on traditional and religious stories of human origin ● Learners use print or braille materials and digital devices with assistive technology to search information on why Africa is the cradle of humankind ● Learners brainstorm on factors proving that Africa is the cradle of humankind ● In groups learners to discuss ways of recording traditional stories about the origin of humankind in society ● Learners with low vision to develop print communication messages on Africa as the cradle of humankind, while learners with blindness prepare braille cards with communication messages on Africa as the cradle of humankind. 	<ol style="list-style-type: none"> 1. How did humankind evolve? 2. Why is Africa the cradle of Humankind?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as learners work together in groups to compare different stories on human origin. ● Creativity and Imagination as learners develop print communication messages and prepare braille cards with communication messages on Africa as the cradle of humankind. ● Digital Literacy as learners use digital resources with assistive technology to search for information on human origin.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners take care of print and braille resources used in preparing communication messages on Africa as the cradle of humankind. ● Unity is achieved as learners work in groups to compare the different stories on Human Origin. ● Respect is enhanced as learners engage a resource person to discuss the traditional and religious stories on human origin
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem is achieved as make communication messages about Africa as a cradle of mankind ● Social Cohesion is achieved as learners use relevant print, braille and electronic media resources to explain why Africa is the cradle land of humankind.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners converse and document facts emerging from the discussion. ● Computer Science as learners use digital devices with assistive technology to search for information about human origin. ● Religious Education as learners engage a resource person to discuss the traditional and religious stories on human origin.
<p>Non Formal Activities to Support Learning: Learners could create a poster or communication messages or videos on human origin.</p>
<p>Suggested Mode of Assessment: Oral questions, self and peer assessment, observation, portfolio, anecdotal.</p>
<p>Suggested Learning Resources: Local and extended environment, tactile maps, photographs, digital devices with assistive technology, museum and artifacts, resource person.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring the traditional stories of human origin from the selected African communities	Explores traditional stories of human origin from the selected African communities citing relevant examples	Explores traditional stories of human origin from the selected African communities	Discusses the traditional stories of human origin from most of the selected African communities	Tells traditional stories of human origin from few of the selected African communities
Explaining the religious stories about origin of humankind	Explains the religious stories of the origin of humankind citing examples	Explains the religious stories of the origin of humankind	Recall the religious stories about origin of humankind	identify religious stories of the origin of humankind
Examining factors proving that Africa is the cradle of humankind	Examines factors proving that Africa is the cradle of humankind citing examples	Examines factors proving that Africa is the cradle of humankind	Explains factors proving that Africa is the cradle of humankind	State factors proving that Africa is the cradle of humankind

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 People and Population	3.2 Early Civilization (4 Lessons)	By the end of the sub strand, the learner should be able to: a) Explain the terms; state, kingdom and empire as used in Social Studies; b) explore factors that led to growth of the selected ancient Kingdoms in Africa; c) locate the selected ancient kingdoms on a map of Africa; d) assess the contributions of early African civilization to the modern world; e) appreciate the contribution of early civilization to the development of the modern world.	<ul style="list-style-type: none"> • Learners be guided to use digital devices with assistive technology or print or braille materials to search for the definition of the terms; state, kingdom and empire as used in Social Studies • Learners to brainstorm factors which led to growth of ancient Egypt, Great Zimbabwe and Kingdom of Kongo • Learners be guided to use an embossed map or tactile map of Africa to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo 	<ol style="list-style-type: none"> 1. Why is it important to study early African civilization today? 2. How has early African civilization contributed to the development of the modern world?

			<ul style="list-style-type: none"> ● Learners to discuss in groups the contributions of early African civilization to the modern world ● Learners to watch or listen to an audio-visual documentary on the contribution of early African civilization to the modern world. Learners with blindness be given verbal descriptions of phenomenon that require visual perception 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners brainstorm on factors, which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. ● Global citizenship as learners discuss the contributions of early African civilization to the modern world ● Digital Literacy as learners use digital devices with assistive technology to search for definition of the terms; state, kingdom and empire. ● Learning to Learn as learners discuss in groups and give their views on the contributions of early African civilization to the modern world. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners use with care print or braille materials or digital devices to research on the location of the Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. ● Respect is enhanced as learners appreciate others opinions as they brainstorm on factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. ● Unity is achieved as learners discuss in groups the contribution of early African civilization to the modern world. ● Peace is upheld as learners work harmoniously in groups to accomplish various tasks. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem is achieved as learners brainstorm on factors, which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. ● Social cohesion is upheld as learners watch or listen to an audio-visual documentary on the contribution of early African civilization to the modern world. ● Good Governance is enhanced as learners explain factors, which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. 				

<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Computer Science as learners use digital devices with assistive technology to conduct research or download maps of Africa showing location Ancient Egypt, Great Zimbabwe and Kingdom of Kongo. ● English as learners brainstorm on factors, which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners could interview a resource person to learn about the contribution of early civilization to the development of the modern world.
<p>Suggested Mode of Assessment Oral questions, observations, anecdotal, self and peer assessment</p>
<p>Suggested Learning Resources Local and extended environment, Realia, tactile maps of Africa, photographs, digital devices with assistive technology,</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the terms; state, kingdom and empire as used in Social Studies.	Explains the terms; state, kingdom and empire as used in Social Studies giving examples.	Explains the terms; state, kingdom and empire as used in Social Studies	Defines the terms state and kingdom as used in Social Studies	Lists the term state as used in Social Studies
Exploring the factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Explores the factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom giving explanation.	Explores factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Explains the factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	States the factors that led to the growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.
Locating ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Locates ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa and even cites the neighboring states.	Locates ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Identifies the location of Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Names the location of ancient Egypt on a map of Africa.
Assessing the contributions of early African civilization to the modern world.	Assesses the contributions of early African civilization to the modern world citing relevant examples.	Assesses the contributions of early African civilization to the modern world.	Explains the contributions of early African civilization to the modern world.	Outlines the contributions of early African civilization to the modern world.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	3.3 Social Organization of selected African Communities up to 1900 (4 Lessons)	By the end of the sub strand, the learner should be able to: a) locate the areas settled by the selected African communities on a map of Africa; b) describe the social organization of selected African communities up to 1900; c) compare the social organization of the selected African communities up to 1900; d) value the Kenyan and African rich cultural diversity among communities; e) desire to appreciate and promote positive social interactions among various communities;	<ul style="list-style-type: none"> ● Learners with low vision to draw a map of Africa and indicate the areas settled by the selected African communities (The <i>Ogiek, Zulu, Asante</i>), while learners with blindness be provided with a tactile map of Africa indicating the areas settled by the selected African communities (The <i>Ogiek, Zulu, Asante</i>) to manipulate and identify the areas settled by the selected African communities (The <i>Ogiek, Zulu, Asante</i>) ● Learners be guided to use print or braille material or digital devices with assistive technology to research on social organization of selected African communities up to 1900 (<i>The Ogiek, Zulu, Asante</i>) and make a presentation in class. ● Learners to brainstorm in groups on the aspects of social organization of the selected African communities. ● Learners debate on the differences and similarities in social organization of the selected African communities up to 1900 	<ol style="list-style-type: none"> 1. How were African communities organized socially up to 1900? 2. How can we promote positive social interactions among communities?

Core Competencies to be developed:

- Communication and Collaboration as learners brainstorm on the aspects of social organization of the selected African communities up to 1900.
- Learning to learn as learners research on social organization of selected African communities up to 1900
- Digital literacy as learners use digital devices with assistive technology to research on social organization of selected African communities up to 1900

Values:

- Respect is enhanced as learners recognize each other’s contribution as they debate on the differences and similarities in social organization of the selected African communities up to 1900
- Peace is upheld as learners respect the different aspects of social organization of the selected African communities
- Responsibility is achieved as learners take care of print and braille resources to research on social organization of selected African communities up to 1900 (*The Ogiek, Zulu, Asante*)

Pertinent and Contemporary Issues (PCI):

- Social cohesion is enhanced as learners draw or model a map of Africa indicating the areas settled by the selected African communities (*The Ogiek, Zulu, Asante*) and debate on the differences and similarity in social organization of the selected African communities up to 1900
- Self-esteem is promoted as learners draw or model a map of Africa indicating the areas settled by the selected African communities (*The Ogiek, Zulu, Asante*).

Link to other Subjects:

- English as learners brainstorm on various aspects of social organization of African communities up to 1900.
- Computer Science as learners use digital devices with assistive technology to search for information on social organization of selected communities.
- Visual Arts as learners draw or model a map of Africa and indicate the areas settled by the selected African communities (*The Ogiek, Zulu, Asante*)

Non-Formal Activities to Support Learning:

- Learners could recite poems on the importance of social organization of the selected African communities (*The Ogiek, Shona and Asante*).

Suggested Mode of Assessment:

Oral questions, observation, portfolio, anecdotal, peer and self-assessment.

Suggested Learning Resources:

Local and extended environment, embossed maps, atlases, photographs, digital devices with assistive technology.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Locating on a map of Africa the areas settled by the selected African communities	Locates on a map of Africa the areas settled by the selected African communities with explanations.	Locates on a map of Africa the areas settled by the selected African communities	Recognises on a map of Africa some of the areas settled by the selected African communities	Identifies on a map of Africa a few of the areas settled by the selected African communities
Describing the social organization of selected African communities up to 1900.	Describes the social organization of selected African communities up to 1900 citing relevant examples	Describes the social organization of selected African communities up to 1900	Outlines social organization of selected African communities up to 1900	States social organization of selected African communities up to 1900.
Comparing the social organization of the selected African communities up to 1900	Compares the social organization of selected African communities up to 1900 relating to their origins	Compares the social organization of selected African communities up to 1900	Illustrates the social organization of some of the selected African communities up to 1900	Outlines the social organization of some of the selected African communities up to 1900

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	3.4 Human Diversity and inclusion (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify personality attributes which make individuals different from others; b) categorize desirable and undesirable personality attributes in a multicultural society; c) investigate different components of human identity in a multicultural society;	<ul style="list-style-type: none"> ● In groups learners to brainstorm on personality attributes which make individuals different from others. ● Learners to discuss desirable and undesirable personality attributes in a multicultural society ● Learners use print or braille materials, library resources or digital devices with assistive technology to research and categorize the desirable and undesirable personality attributes in a multicultural society. 	<ol style="list-style-type: none"> 1. How does varied personalities shape up society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

		<p>d) apply inclusion in day to day interactions and respect others to promote social cohesion;</p> <p>e) appreciate individual differences for social cohesion.</p>	<ul style="list-style-type: none"> ● In groups, learners find out from community members, It components of human identity in a multicultural society and share in class ● In groups learners debate ways of applying inclusion in day to day interactions ● In groups, learners compose and recite poems which propagate respect and appreciation of diversity to promote social cohesion. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners research on desirable and undesirable personality attributes and present in class ● Communication and Collaboration as learners brainstorm on personality attributes which make individuals different from others. ● Digital literacy as learners use digital devices with assistive technology to research on desirable and undesirable personality attributes in a multicultural society ● Learning to learn as learners find out from community members, library resources print or other relevant sources different components of human identity and share the information in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners listen to each other as they brainstorm on personality attributes which make individuals different from others 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem is promoted as learners compose and recite poems which propagate a culture of respect among students and present in assembly once a term. ● Decision Making is achieved as learners categorize personality attributes into desirable and undesirable categories. 				

<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Life Skills Education as learners brainstorm and categorize personality attributes into desirable and undesirable categories. ● English as learners brainstorm on personal attributes which make them different from others ● Computer Science as learners use digital devices with assistive technology to research on desirable and undesirable personality attributes. ● Performing Arts as learners recite poems which propagate respect and appreciation of diversity.
<p>Non Formal Activity to Support Learning: Learners could compose and recite poems on desirable personality attributes and present during inter class drama 1.</p>
<p>Suggested Mode of Assessment: Observation, oral questions, project.</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, manilla papers, photographs, approved textbooks and other printed or braille materials, braille machine, braille papers.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying personality attributes which make individuals different from others	Identifies personality attributes which make individuals different from others citing examples	Identifies personality attributes which make individuals different from others	Outlines some of the personality attributes which make individuals different from others	Lists personality attributes which make individuals different from others
Categorizing desirable and undesirable personality attributes in a multi-cultural society	Categorizes desirable and undesirable personality attributes in a multi-cultural society giving explanation.	Categorizes desirable and undesirable personality attributes in a multi-cultural society	Illustrates desirable and undesirable personality attributes in a multi-cultural society	Recognises desirable and undesirable personality attributes in a multi-cultural society
Investigating different components of human identity in a multi-cultural society	Investigates different component of human identity in a multi-cultural society with clear explanation	Investigates different components of human identity in a multi-cultural society	Illustrates the different components of human identity in a multi-cultural society	States the different components of human identity in a multi-cultural society

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 People and Population	3.5 Peace and Conflict Resolution (4 lessons)	By the end of the sub strand, the learner should be able to: a) examine peace and conflict for personal wellbeing; b) assess the contribution of personal peace to responsible citizenship; describe personal characteristics that express a state of peace for mutual social wellbeing; investigate various approaches that can promote one’s inner peace for harmonious living; Desire to promote peace at personal level for harmonious living; recognize the significance of enhancing peace at the individual level.	<ul style="list-style-type: none"> ● Learners to find out the vernacular names for the word peace in their communities and share the information in class ● In groups, learners be guided to compose and recite peace poems. ● In pairs learners to discuss personal characteristics that express a state of peace ● In groups learners brainstorm various approaches that can promote one’s inner peace and the contribution of personal peace to responsible citizenship ● Learners to write down what they plan to do in order to improve inner peace and relations with their family, school or community 	How can we promote peace at a personal level for mutual social wellbeing?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship as learners brainstorm in groups various approaches that can promote one’s inner peace and the contribution of personal peace to responsible citizenship. ● Self-efficacy as learners discuss personal characteristics that express a state of peace. ● Creativity and Imagination as learners brainstorm, in groups, personal characteristics that express a state of peace. ● Communication and collaboration as learners brainstorm in groups various approaches that can promote one’s inner peace and the contribution of personal peace to citizenship. ● Critical Thinking and Problem Solving as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community. 				
Values: <ul style="list-style-type: none"> ● Peace is promoted as learners apply various approaches that can promote one’s inner peace and make the community better through their skills, strengths and ideas. 				

<ul style="list-style-type: none"> ● Respect is achieved as learners discuss personal characteristics that express a state of peace ● Unity is enhanced as learners brainstorm in groups various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship ● Responsibility achieved as learners find out the vernacular names for peace in their communities and share the information in class and write down what they plan to do in order to improve inner peace and relations with their family, school or community.
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> ● Self –awareness is achieved as learners find out the vernacular names for peace in their communities, share the information in class and discuss personal characteristics that express a state of peace. ● Social Cohesion 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. ● Conflict Resolution is enhanced as learners write down what they plan to do to improve inner peace and relationships with their family, school or community.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English and Indigenous Languages as learners identify the vernacular names for peace in their communities and share the information in class. ● Life Skills Education 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. ● Performing Arts as learners compose and recite peace poems.
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners could compose and recite poems that promote inner peace ● Learners could develop slogans and posters on inner peace
<p>Suggested Mode of Assessment Oral questions, observation, portfolio, anecdotal, self and peer assessment</p>
<p>Suggested Learning Resources Local and extended environment, photographs, digital devices with assistive technology, resource person, internet, approved textbooks</p>

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Examining peace and conflict for personal wellbeing	Examines peace and conflict for personal wellbeing explaining the benefits of each	Examines peace and conflict for personal wellbeing	Demonstrates peace and conflict for personal well being	Expresses peace and conflict for personal well being
Assessing the contribution of personal peace to responsible citizenship.	Assesses the contribution of personal peace to responsible citizenship explaining the importance.	Assesses the contribution of personal peace to responsible citizenship.	Examines the contribution of personal peace to responsible citizenship.	Explains the contribution of personal peace to responsible citizenship.
Describing 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 citing relevant examples	Describes personal characteristics that express a state of peace for mutual social wellbeing	Enumerates personal characteristics that express a state of peace for mutual social wellbeing	Identifies personal characteristics that express a state of peace for mutual social wellbeing
Investigating various approaches that can promote one's inner peace for harmonious living	Investigates various approaches that can promote one's inner peace for harmonious living giving illustrations	investigates various approaches that can promote one's inner peace for harmonious living	Compare various approaches that can promote one's inner peace for harmonious living	Relate various approaches that can promote one's inner peace for harmonious living

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 People and Population	3.6 Slavery and Servitude (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the various forms of slavery and servitude in traditional African society; b) explain the factors that led to development of the Indian Ocean slave trade;	<ul style="list-style-type: none"> • In groups learners to brainstorm on meaning of slavery and servitude, various forms of slavery and servitude in traditional African society • Learners to use print or braille materials, watch, or listen to audio-visual clip to identify factors, which led to development of Indian Ocean slave trade. 	Why has slavery and servitude been existing for thousands of years?

		<p>c) describe the organization of Indian Ocean slave trade in 15th Century;</p> <p>d) outline the various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century slave trade;</p> <p>e) illustrate the geographical extent of the regions covered by Indian Ocean slave trade in Africa;</p> <p>f) desire to promote human dignity for a just and peaceful world.</p>	<ul style="list-style-type: none"> ● Learners to use print or braille materials or digital devices with assistive technology to research on the organization of Indian Ocean slave trade. ● In groups learners to debate on various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century ● Learners to use map of Africa, tactile map of Africa, an embossed map of Africa or digital devices with assistive technology to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners brainstorm in groups on meaning of slavery and servitude and various forms of slavery and servitude in traditional African society. ● Digital literacy as learners use digital devices with assistive technology to locate areas where slaves were taken to during Indian Ocean slave trade. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is achieved as learners work in groups to brainstorm on various forms of slavery and servitude in traditional African society. ● Respect is enhanced as learners appreciate others opinion as they debate in class on various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century. 				
<p>Pertinent and contemporary issues(PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion is promoted as learners appreciate others opinion during the debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century slave trade. ● Human Rights is upheld as learners identify the various forms of slavery and servitude in traditional African society and locate areas where slaves were taken during Indian Ocean slave trade. ● Effective Communication is enhanced as learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century slave trade. 				

<p>Link to other subject:</p> <ul style="list-style-type: none"> English as learners brainstorm on various forms of slavery and servitude in traditional African society. Computer Science as learners use digital devices with assistive technology to research on the organization of Indian Ocean slave trade.
<p>Non Formal Activity to Support Learning: Learners could debate on evils of slavery and servitude and ways of curbing them</p>
<p>Suggested Assessment Mode: Oral questions, peer and self-assessment, Portfolio, Project</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, Flip charts/manila papers, Maps/ tactile maps.</p>

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifying various forms of slavery and servitude in traditional African society	Identifies various forms of slavery and servitude in traditional African society giving clear explanation.	Identifies various forms of slavery and servitude in traditional African society	Outlines various forms of slavery and servitude in traditional African society	States various forms of slavery and servitude in traditional African society
Explaining factors which led to development of Indian Ocean slave trade in Eastern Africa	Explains factors, which led to development of Indian Ocean slave trade in Eastern Africa giving examples.	Explains factors, which led to development of Indian Ocean slave trade in Eastern Africa	Identifies factors, which led to development of Indian Ocean slave trade in Eastern Africa	States factors, which led to development of Indian Ocean slave trade in Eastern Africa
Describing the organization of Indian Ocean slave trade in Eastern Africa.	Describes the organization of Indian Ocean slave trade in Eastern Africa with illustrations.	Describes the organization of Indian Ocean slave trade in Eastern Africa	Identifies the organization of Indian Ocean slave trade in Eastern Africa	States organization of Indian Ocean slave trade in Eastern Africa
Outlining the various social injustices committed on the Africans during Indian Ocean slave trade	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	states the various social injustices committed on the Africans during Indian Ocean slave trade	lists the various social injustices committed on the Africans during Indian Ocean slave trade
Illustrating the geographical extent of the regions covered	Illustrates the geographical extent of the regions covered	Illustrates the geographical extent of the regions	Outlines the geographical extent of the regions	Names the geographical extent of

by Indian Ocean slave trade in Africa	by Indian Ocean slave trade in Africa siting examples	covered by Indian Ocean slave trade in Africa	covered by Indian Ocean slave trade in Africa	the regions covered by Indian Ocean slave trade in Africa
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	3.7 Population Distribution in Africa (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain factors influencing population distribution in Africa; b) locate densely and sparsely populated areas on a map of Africa; c) illustrate settlement patterns in Africa using diagrams; d) appreciate patterns of population settlement in Africa.	<ul style="list-style-type: none"> ● In groups learners carry out library research on factors influencing population distribution and make a class presentation ● Learners to use digital devices with assistive technology to find out areas that are densely and sparsely populated. ● Learners with low vision be guided to draw a map of Africa and indicate the densely and sparsely populated areas, while learners with blindness be provided with tactile maps to manipulate and identify areas that are densely and sparsely populated. ● Learners with low vision draw a map of Africa to illustrate settlement patterns while learners with blindness be provided with a tactile map of to explore and identify the settlement patterns in Africa 	Why does population distribution vary in different regions?

Core Competencies to be developed:

- Learning to Learn as learners research on factors influencing population distribution in Africa
- Communication and collaboration as learners make a class presentation of the research findings on factors influencing population distribution.
- Digital Literacy as learners use digital devices with assistive technology to establish densely and sparsely populated areas in Africa.
- Self-efficacy as learners make class presentations on factors influencing population distribution in Africa.

Values:

- Unity is enhanced as learners carry out a library research in groups, on factors influencing population distribution and do class presentation.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion is enhanced as learners research in groups on factors influencing population distribution in Africa.

<ul style="list-style-type: none"> ● Self-esteem is achieved as learners do presentations in class on factors influencing population distribution in Africa. ● Technology safety is enhanced as learners use digital devices with assistive technology to establish settlement patterns
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners research in groups on population distribution in Africa. ● Computer Science as learners use digital devices with assistive technology to establish settlement patterns in Africa. ● Visual Arts as learners design posters or models of settlement patterns.
<p>Non Formal Activities to Support Learning Learners could design posters or models of settlement patterns in Africa</p>
<p>Suggested Mode of Assessment Oral questions, self and peer assessment, observation</p>
<p>Suggested Learning Resources Local and extended environment, tactile maps, photographs, digital devices with assistive technology, Manilla paper, glue, calibrated rulers, scissors, twines</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining factors influencing population distribution in Africa.	Explains factors influencing population distribution in Africa citing relevant examples.	Explain factors influencing population distribution in Africa.	States factors influencing population distribution in Africa.	Names factors influencing population distribution in Africa.
Locating densely and sparsely populated areas on a map/embossed maps of East Africa	Locates densely and sparsely populated areas on a map/embossed maps of East Africa explaining the distribution for each.	Locates densely and sparsely populated areas on a map/embossed maps of East Africa	Describes densely and sparsely populated areas on a map/embossed maps of East Africa	Identifies densely and sparsely populated areas on a map/embossed maps of East Africa
Illustrating settlement patterns in Africa using diagrams	Illustrates settlement patterns in Africa using diagrams explaining the movement patterns	Illustrates settlement patterns in Africa using diagrams	Outlines settlement patterns in Africa using diagrams	Identifies settlement patterns in Africa using diagrams/ embossed diagrams

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	3.8. Field Work (5 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify types of field work in Social Studies; analyse methods of data collection and recording in fieldwork; examine methods of data analysis and presentation in field work; apply procedures of carrying out fieldwork in research; explore challenges and solutions in carrying out field work; desire to carry out fieldwork in investigating phenomena. 	<ul style="list-style-type: none"> Learners discuss types of fieldwork in Social Studies and make a classroom presentation. In groups use print or braille materials or digital devices with assistive technology to research on methods of data collection in fieldwork. In groups, learners discuss methods of data analysis and presentation. Learners carry out fieldwork to investigate phenomena within the immediate environment. Learners with blindness be paired with sighted peers in activities that require use of sight during the field work. In groups, learners to analyse and present the data collected during fieldwork and share in class. In groups learners discuss challenges encountered during field work and possible solutions In groups, learners practice analysing and presenting data. 	<ol style="list-style-type: none"> Why is fieldwork important in social studies? How should we conduct fieldwork?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration as learners discuss in groups challenges likely to be encountered during field work and possible solutions. Digital Literacy as learners use digital devices with assistive technology to find out types of fieldwork and as they research on the methods of data collection, analysis and presentation Critical Thinking and Problem Solving as learners investigate challenges and solutions in. carrying out fieldwork Learning to Learn as learners apply procedures of carrying out fieldwork. 				
Values: <ul style="list-style-type: none"> Responsibility is achieved as learners plan and carry out fieldwork activities to investigate phenomena within the immediate environment. 				

<ul style="list-style-type: none"> • Unity is enhanced as learners work together in groups to accomplish tasks in fieldwork activities. • Respect is promoted as learners recognize contributions of group members during discussions.
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> • Self-Esteem is enhanced as learners analyse and present the data collected during fieldwork and share it in class • Problem Solving is achieved as learner investigate challenges and solutions in carrying out field work • Peer Education is promoted as learners analyse and present the data collected during fieldwork and share the information in class
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English as learners analyse and present the data collected during fieldwork and share in class. • Computer Science as learners use digital devices with assistive technology to find out types and importance of fieldwork. • Mathematics as learners analyze data collected from fieldwork
<p>Non formal activity supporting learning: Learners could engage a resource person to discuss methods of data collection and recording during field work.</p>
<p>Suggested assessment mode: Oral questions, observation, peer assessment</p>
<p>Suggested learning Resources: Digital devices with assistive technology, Flip charts/Manilla papers, felt pens, braille machine, braille papers, Approved textbooks and other printed/braille materials.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying types of fieldwork in Social Studies	Identifies types of fieldwork in Social Studies citing examples.	Identifies types of fieldwork in Social Studies	States types of fieldwork in Social Studies	Names types of fieldwork in Social Studies
Exploring methods of data collection and recording in fieldwork	Explores methods of data collection and recording in fieldwork citing example.	Explores methods of data collection and recording in fieldwork	Outlines methods of data collection and recording in fieldwork	States methods of data collection and recording in fieldwork
Examining methods of data analysis and presentation	Examines methods of data analysis and presentation with illustrations	Examines methods of data analysis and presentation	Explains methods of data analysis and presentation	Identifies methods of data analysis and presentation

Investigating challenges and solutions in carrying out fieldwork	Investigates challenges and solutions in carrying out fieldwork giving relevant examples.	Investigates challenges and solutions in carrying out fieldwork	Identifies challenges and solutions in carrying out fieldwork	States challenges and solutions in carrying out fieldwork
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STRAND 4.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	4.1 Early Agriculture (3 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> locate areas where early agriculture was practiced in selected geographical regions; explore crops grown and animals kept in selected regions during early agriculture; illustrate methods of irrigation used in ancient Egypt; assess the contribution of the Nile valley agriculture to world civilization; value the importance of domestication of plant and animals in Africa; develop a desire to practice agriculture as an economic activity. 	<ul style="list-style-type: none"> In groups learners use digital devices with assistive technology and other sources to research on areas where early agriculture was practiced in selected regions of the Rift Valley of Eastern African, Egypt and Nubia In groups learners find out 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 Learners watch or listen to video clips on methods of irrigation used in ancient Egypt. Learners with low vision identify methods of irrigation from a picture while learners with blindness be provided with verbal descriptions on methods of irrigation and ask them to identify the methods. Learners with low vision draw diagrams showing methods of irrigation which were used in ancient Egypt while learners with blindness be guided to make a model of a method of irrigation which was used in ancient Egypt such as canal. In groups learners to discuss the contribution of the Nile valley agriculture to world civilization. Learners be guided to collect or download pictures and photographs on different animals kept, crops grown in subsistence 	<p>Why did people start practicing agriculture in Africa?</p>

			<p>farming and methods of irrigation used during early agriculture in Egypt. Learners with blindness be paired with sighted peers to provide support on activities that require use of sight and verbal descriptions of pictures and photographs collected or downloaded.</p> <ul style="list-style-type: none"> Learners be guided to establish a poster park accessible to the public to display posters, pictures, photographs of indigenous crops and animals during early agriculture. Learners with blindness be paired with sighted peers in activities that require use of sight when establishing the poster park. 	
<p>Values:</p> <ul style="list-style-type: none"> Unity is achieved as learners research on animals kept and types of crops grown during early agriculture in groups. Global citizenship is enhanced as learners assess the contribution of Nile valley agriculture to world civilization. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Social cohesion is enhanced as learners work in groups to classify crops grown and animals, which were kept during early agriculture. Environmental education is promoted as learners illustrate methods of irrigation, which were used during early agriculture. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Agriculture as learners learn about methods of irrigation. English as learners engage in discussions to communicate issues concerning agriculture. Visual Arts as learners draw diagrams or manipulate tactile diagrams showing methods of irrigation which were used during early agriculture in Egypt. 				
<p>Non Formal Activities: Learners could recite a poem on promotion of agriculture in Africa.</p>				
<p>Suggested Mode of Assessment Oral questions, observation, peer and self-assessment.</p>				
<p>Suggested Learning Resources Local and extended environment, Realia, embossed maps, photographs, digital devices with assistive technology.</p>				

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Locating areas where early agriculture was practiced in selected geographical regions.	Explores areas where early agriculture was practiced in selected geographical regions	Locates areas where early agriculture was practiced in selected geographical regions.	Identifies areas where early agriculture was practiced in selected geographical regions.	States areas where early agriculture was practiced in selected geographical regions.
Exploring crops grown and animals kept in selected regions during early agriculture	Explores giving examples crops grown and animals kept in selected regions during early agriculture	Explores crops grown and animals kept in selected regions during early agriculture	Describes crops grown and animals kept in selected regions during early agriculture	Identifies crops grown and animals kept in selected regions during early agriculture
Illustrating methods of irrigation used in ancient Egypt.	Illustrates with examples methods of irrigation used in ancient Egypt	Illustrates methods of irrigation used in ancient Egypt.	Explains methods of irrigation used in ancient Egypt.	States methods of irrigation used in ancient Egypt.
Assessing the contribution of Nile valley agriculture to world civilization	Assesses the contribution of Nile valley agriculture to world civilization citing relevant examples	Assesses the contribution of Nile valley agriculture to world civilization	Explains the contribution of Nile valley agriculture to world civilization	Identifies the contribution of Nile valley agriculture to world civilization

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	4.2 Economic Organization of Selected African Communities up to 1900 (3 Lessons)	By the end of the sub strand the learner should be able to: a) locate on a map of Africa areas occupied by the selected African communities; b) analyse the economic activities practiced by the selected African communities;	<ul style="list-style-type: none"> Learners with low vision are guided to draw a map of Africa and indicate areas occupied by selected African communities (<i>The Ogiek, Zulu, Asante</i>) while learners with blindness be provided with tactile maps and be guided to identify areas occupied by selected African communities (<i>The Ogiek, Zulu, Asante</i>) 	Why should we study the economic activities of African communities up to 1900 today?

		<p>c) compare the economic activities of the selected African communities;</p> <p>d) appreciate the economic activities of the selected African communities.</p>	<ul style="list-style-type: none"> ● In groups learners brainstorm on the economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, Asante</i>) and present the findings in class. ● Learners with low vision use manila papers and felt pens to make posters of economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, Asante</i>), while learners with blindness prepare braille cards with the information on economic activities practiced by the selected African communities and then <i>Ogiek, Zulu, Asante</i>) and mount the braille cards on a manila paper to make a poster. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as learners brainstorm on the economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, Asante</i>) and present the information in class. ● Creativity and Imagination as learners make posters on economic activities practiced by the selected African communities (The <i>Ogiek, Zulu, Asante</i>) 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners take care of materials as they make posters of economic activities practiced by the selected African communities ● Unity is promoted as learners respect others opinion as they brainstorm on the economic activities practiced by the selected African Communities 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social cohesion is enhanced as learners’ brainstorm on the economic activities practiced by the selected African ● Financial literacy is promoted as learners discuss the economic activities practiced by the selected African community 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Agriculture as learners learn about economic activities of the selected African communities ● English as learners engage in discussions on economic activities of the selected African communities 				

<ul style="list-style-type: none"> Visual Arts as learners draw a map or manipulate a tactile map of Africa and indicate areas occupied by selected African communities
Non Formal Activity Supporting Learning: Learners could compose and recite a poem on promotion of agriculture in Africa
Suggested Assessment Mode: project, peer or self-assessment, oral questions, aural questions.
Suggested Learning Resources: Realia, Chart, Audio visual, Maps/ tactile maps, Photographs, picture description, manila papers, glue, scissors, twines, braille cards

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Locating on a map of Africa areas occupied by the selected African communities	Locates and shades on a map of Africa areas occupied by the selected African communities	Locates on a map of Africa areas occupied by the selected African communities	Describes location of the areas occupied by the selected African communities	Names the areas occupied by the selected African communities
Analysing the economic activities practiced by the Ogiek, Zulu and the Asante.	Analyses the economic activities practiced by the Ogiek, Zulu and the Asante giving explanations.	Analyses the economic activities practiced by the Ogiek, Zulu and the Asante.	Explain the economic activities practiced by the Ogiek, Zulu and the Asante.	States the economic activities practiced by the Ogiek, Zulu and the Asante.
Comparing economic activities of the selected African communities	Compares economic activities of the selected African communities citing example.	Compares economic activities of the selected African communities	Examines the economic activities of the selected African communities	Outlines the economic activities of some of the selected African communities

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	4.3 Internal Dynamics and Transformation in Africa (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the transformation brought by introduction of money in Africa;	<ul style="list-style-type: none"> In groups, learners discuss the transformation brought by the introduction of money in Africa. Learners be visit a nearby market and carry out a field study on the use of 	How did the introduction of the money economy promote business in Africa?

		<ul style="list-style-type: none"> b) examine the use of money economy in trade; c) compare the use of money in currency trade and barter trade in Africa; d) develop interest to use money wisely for economic gain. 	<p>money in trade and write a report. Learners with blindness be paired with sighted peers to provide verbal description on the events that require use of sight taking place during the visit.</p> <ul style="list-style-type: none"> ● In groups learners brainstorm on the impact of money on the economy. ● Learners role-play activities depicting the use of money in currency trade and barter trade in Africa. Learners with blindness to be guided by sighted peers 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship as learners discuss on transformation brought by the introduction of money in Africa. ● Communication and collaboration as learners discuss on transformation brought by introduction of money in Africa. ● Self-efficacy as learners role play activities on use of money in currency trade and barter trade in Africa ● Learning to Learn as learners carry out a field study on the use of money in trade and write a report 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners visit a nearby market and carry out a field study on the use of money in trade and write a report ● Unity is promoted as learners role play activities on use of money, currency trade and barter trade in Africa. ● Integrity is upheld as learners practice trading activities in class using money. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Financial literacy is enhanced as learners discuss the impact of money on the economy ● Social cohesion is achieved as learners role play activities on use of money in currency trade and barter trade in Africa ● Safety and security education is enhanced as learners visit a nearby market and carry out a field study on the use money in trade and write a report 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Business Studies as learners learn about the introduction of money economy. ● English and Indigenous Language as learners brainstorm in groups on impact of money on the economy ● Performing Arts as learners role play use of money in currency trade and barter trade in Africa ● Mathematics as learners role play activities on use of money in currency trade and barter trade in Africa 				

Non Formal Activities to Support Learning: Learners could conduct a debate on the advantages of the use of money over barter trade.
Suggested Mode of Learning Oral questions, Portfolio, Project, observation, peer and self-assessments
Suggested Learning Resources Local and extended environment, Realia, digital devices with assistive technology, currency notes, Digital applications such as cash readers, assorted goods for trade.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the transformation brought by introduction of money in Africa	Explains the transformation brought by introduction of money in Africa giving examples	Explains the transformation brought by introduction of money in Africa	Outlines the transformation brought by introduction of money in Africa	Names the transformation brought by introduction of money in Africa
Examining the use of money economy in trade	Examines the use of money economy in trade giving examples	Examines the use of money economy in trade	Explains the use of money economy in trade	Outlines the use of money economy in trade
Comparing the use of money in currency trade and barter trade in Africa	Compares the use of money in currency trade and barter trade in Africa and give their contrast	Compares the use of money in currency trade and barter trade in Africa	Explains the use of money in currency trade and barter trade in Africa	States the use of money in currency trade and barter trade in Africa

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	4.4 Sustainable use of resources (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the concept of sustainable use of resources in society; b) explore sustainable ways of using resources available in the community;	<ul style="list-style-type: none"> • In groups learners discuss the concept of sustainable use of resources and present in class • In groups learners debate on sustainable ways of using resources available in the community 	<ol style="list-style-type: none"> 1. Why should we use resources sustainably? 2. How can we prevent the barriers to sustainable use of resources?

		c) apply sustainable use of resources available in the community; appreciate sustainable use of resources for sustenance of life.	<ul style="list-style-type: none"> • Learners use print or braille material or digital devices with assistive technology to research on how to sustainably use resources in the community • Learners write a collaborative story on sustainable use of resources 	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration as learners discuss the concept of sustainable use of resources and present in class • Critical Thinking and Problem Solving as learners write collaborative story on sustainable use of resources in the community. • Creativity and Imagination as learners debate on sustainable ways of using resources available in the community. 				
Values: <ul style="list-style-type: none"> • Responsibility is achieved as learners use with care digital devices with assistive technology to research on how to sustainably use resources in the community. • Unity is enhanced as learners in groups discuss the concept of sustainable use of resources and write a collaborative story on sustainable use of resources to present in class. • Patriotism is enhanced as learners design sustainable ways of using resources available at home and in school. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Poverty reduction as learners research on how to sustainably use resources in the community. 				
Link to other subjects: <ul style="list-style-type: none"> • English as learners engage in discussions on sustainable use of resources and present in class. 				

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the concept of sustainable use of resources in society	Explains the concept of sustainable use of resources in society giving relevant examples.	Explains the concept of sustainable use of resources in society	Outlines concept of sustainable use of resources in society	States the concept of sustainable use of resources in society.

Exploring sustainable ways of using resources available in the community	Explores sustainable ways of using resources available in the community giving the advantages.	Explores sustainable ways of using resources available in the community	Explains sustainable ways of using resources available in the community	Outlines sustainable ways of using resources available in the community.
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STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub Stand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<p>5.0 Political Development and Governance</p>	<p>5.1 Political Development in Africa up to 1900 (5 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) investigate the political organization of the selected African communities up to 1900; b) describe the concepts “Scramble for and Partition” of Africa; c) identify the various European groups that came to Africa. d) explain factors that led to the presence of Europeans in Africa. e) match the countries in Africa with their colonial masters f) examine the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa g) acknowledge the political organization of the selected African communities up to 1900 	<ul style="list-style-type: none"> ● In groups learners brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900. ● In groups learners brainstorm terms “Scramble for and Partition of Africa and make class presentations ● In groups learners discuss the various European groups that came to Africa ● In groups, learners debate on factors that led to the presence of Europeans in Africa. ● Learners with low vision be guided to 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 while learners with blindness to be provided with a tactile map of Africa indicating areas taken up by the different European countries to manipulate and identify the areas. ● Learners with low vision be guided to develop posters showing the terms of Berlin conference of 1884-1885 on the partitioning of Africa and display in class, while learners with blindness prepare braille cards with the terms of the Berlin 	<ol style="list-style-type: none"> 1. How were African communities politically organized before the coming of the Europeans? 2. How did developments in Europe influence the scramble and partition of Africa?

			Conference and mount them on manilla papers and display them in class	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship 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. ● Communication and Collaboration as the learners work in groups during group research and on political organization of selected African communities. ● Self-efficacy as learners develop posters to display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. ● Learning to Learn as learners debate on factors that led to the presence of Europeans in Africa. ● Creativity and Imagination as learners draw a map of Africa and indicate the areas taken up by the difference. European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism is enhanced as the learners study the selected African Communities ● Unity is promoted as learners brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900. ● Responsibility is achieved as learners take care of materials as they develop posters to display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. ● Respect is enhanced as learners appreciate 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. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Self-Awareness 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. ● Good governance is promoted as the learners brainstorm the political organization of <i>the Ogiek, the Zulu and the Asante</i> up to 1900. ● Social Cohesion is enhanced as learners discuss in groups the various European groups that came to Africa 				
<p>Link to other Subjects</p> <ul style="list-style-type: none"> ● English as learners debate on factors that led to the presence of Europeans in Africa. ● Visual Arts as the learners draw or manipulate a map of Africa and indicate or identify the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa and use posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. 				
<p>Non Formal Activities to Support Learning: Learners could compose poems on political organization of the selected communities</p>				

<p>Suggested Mode of Assessment: Oral questions, peer and self-assessments, observation</p>
<p>Suggested Learning Resources: Local and extended environment, photographs, digital devices with assistive technology, resource person, approved textbooks in print and braille resources.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Investigating the political organisation of the selected African communities up to 1900	Investigates the political organisation of the selected African communities up to 1900 citing examples	Investigates the political organisation of all the selected African communities up to 1900.	Explains the political organisation of the selected African communities up to 1900.	Outlines the political organisation of selected African communities up to 1900.
Describing the concepts “Scramble for and Partition” of Africa	Describes the concepts “Scramble for and Partition” of Africa giving examples	Describes the concepts “Scramble for and Partition” of Africa	Outlines concepts “Scramble for and Partition” of Africa	States the concepts “Scramble for and Partition” of Africa
Identifying the various European groups that came to Africa.	Identifies the various European groups that came to Africa and the countries they colonized	Identifies the various European groups that came to Africa.	States European groups that came to Africa.	Names various European groups that came to Africa.
Matching the countries in Africa with their colonial masters	Matches the countries in Africa with their colonial masters explaining their patterns	Matches the countries in Africa with their colonial masters	Identifies countries in Africa with their colonial masters	States countries in Africa with their colonial masters
Examining the terms of the Berlin Conference of 1884-85 on the partitioning of Africa	Examines the terms of the of the Berlin Conference of 1884-85 on the partitioning of Africa and states the countries that were present	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa	Outlines the Berlin Conference of 1884-85 on the partitioning of Africa	Lists the terms of the Berlin Conference of 1884-85 on the partitioning of Africa

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.2 The Constitution of Kenya (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the importance of the Constitution of Kenya for mutual social wellbeing; explore the national values as provided in the Constitution of Kenya for promotion of good governance; analyze ways of upholding and protecting the Constitution of Kenya for social cohesion; desire to uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship. 	<ul style="list-style-type: none"> In groups learners use print or braille materials or digital devices with assistive technology to conduct a research on the importance of the Constitution and share their findings in class. Learners watch or listen to an audio-visual clip on the promulgation of the Constitution of Kenya. Learners with blindness be given verbal description of phenomenon that require visual perceptions In groups, learners develop a sample constitution for the class and display it in class. Learners write slogans or statements on any eight of the national values promoting good governance as provided in the Constitution of Kenya. In groups learners discuss ways of upholding and protecting the Constitution of Kenya 	<ol style="list-style-type: none"> Why should a country have a constitution? How do we uphold and protect the Constitution?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship as learners watch or listen to an audio-visual clip on the promulgation of the Constitution of Kenya and create a sample constitution for the class in groups and display in class. Self-efficacy as learners compose a song on any eight national values enshrined in the Constitution and work in groups. Learning to Learn as learners research in the local community on the importance of the Constitution of Kenya to the society and share the finding with the school community Digital Literacy as learners in groups use digital devices with assistive technology to conduct online research and write an essay on the importance of the Constitution and share in class. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners create a sample constitution for the class in groups and display in class ● Patriotism is promoted as learners watch or listen to a video clip on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution ● Social justice is enhanced as learners discuss in groups on ways of upholding and protecting the Constitution of Kenya ● Responsibility promoted as learners take care of print and braille resources as they conduct online research on the importance of the Constitution of Kenya to the society and share the findings in school
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion is promoted as learners in groups conduct online research and write an essay on the importance of the Constitution, watch a visual on the promulgation of the Constitution of Kenya, and create a sample constitution for the class in groups and display in class. ● Good governance is enhanced as learners organize an open forum as a class to pass messages on public engagement and democratic representation to the community.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners hold discussions, group activities, write essays, and create a class constitution. ● Performing Arts as learners compose songs, write slogans and make presentations in class and community. ● Computer Science as learners use digital devices with assistive technology to search for information such as conducting online research and writing an essay on the importance of the Constitution.
<p>Suggested Non Formal Activity to Support Learning: Learners could create poems on the scramble and partition of Africa</p>
<p>Suggested Mode Of Assessment: Oral questions, peers and self-assessments, observation,</p>
<p>Suggested Learning Resources: Internet resources, approved textbooks and other printed and braille resources, Constitution of Kenya 2010, TV/Video</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the importance of the Constitution of Kenya for mutual social wellbeing	Explains the importance of the Constitution of Kenya for mutual social wellbeing giving examples	Explains the importance of the Constitution of Kenya for mutual social wellbeing	States the importance of the Constitution of Kenya for mutual social wellbeing	Recalls the importance of the Constitution of Kenya for mutual social wellbeing

Exploring the national values promoting good governance as provided in the Constitution of Kenya.	Explores the national values promoting good governance as provided in the Constitution of Kenya giving examples on how they should be applied.	Explores the national values promoting good governance as provided in the Constitution of Kenya.	Illustrates the national values promoting good governance as provided in the Constitution of Kenya.	States the national values promoting good governance as provided in the Constitution of Kenya.
Analysing ways of upholding and protecting the Constitution of Kenya for social cohesion	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion citing examples	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion	Outlines ways 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
5.0 Political Development and Governance	5.3 Democracy (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify types of democracy practiced in Africa; b) assess the importance of democracy in society; c) explain the role of citizens in democratic representation; d) examine the characteristics of various types of democracy in governance; e) apply democratic values in interactions with others in the community; f) desire to promote democratic values in the community.	<ul style="list-style-type: none"> ● Learners discuss the different types of democracy ● In groups learners brainstorm on the importance of democracy. ● Learners debate on the role of citizens in effective democratic representation. ● Learners use print or braille materials or digital devices with assistive technology to find out characteristics of various types of democracy in governance ● Learners with low vision be guided develop a poster on similarities and differences on various types of democracy and display them in class or school, while learners with blindness develop braille cards with 	<ol style="list-style-type: none"> 1. Why should we practice democracy? 2. How can we promote democratic values in our society?

			<p>similarities and differences on various types of democracy and mount them on manilla papers and display them in class</p> <ul style="list-style-type: none"> ● In groups learners brainstorm ways of applying democratic values during interaction with others in the community. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship 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. ● Communication and collaboration as learners brainstorm the importance of democracy. ● Learning to Learn as learners conduct research on public engagement and democratic representation and share results in class or with the community ● Digital Literacy as learners to use digital devices with assistive technology to identify characteristics of types of democratic regimes in Africa and as they type an essay on types of democracy in Africa. ● Critical thinking as learners discuss the role of citizens in a democracy and compare, and contrast the characteristics of various types of democracy in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is achieved as learners discuss in groups the different types of democracy. ● Patriotism is upheld as learners debate on the role of the citizen in effective democratic representation. ● Respect is promoted as learners work in groups, debate and apply democratic principles as they interact with others. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance is promoted as learners apply democratic values in interactions with others in the community and discuss the importance of democracy in society. ● Self-awareness is enhanced as learners discuss the role of citizens to ensure effective democratic representation and work in groups. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners hold discussions, group activities, write essays, debates, and read materials on democracy. ● Computer Science as learners use digital devices with assistive technology to search for information such as to identify characteristics of types of democratic regimes in Africa. 				

<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> • Learners could develop messages on types of democracy and sharing in school • Learners could develop posters on democratic values and displaying in class
<p>Suggested Mode of Assessment: Oral questions, peer and self-assessments, observations</p>
<p>Suggested Learning Resources: Local and extended environment, photographs, digital devices with assistive technology, resource person, approved textbooks in print and braille, manilla papers, felt pens, scissors braille cards.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying types of democracy in Africa	Identifies types of democracy in Africa giving examples	Identifies types of democracy in Africa	States types of democracy in Africa	Names of democracy in Africa
Assessing the importance of democracy in Africa	Assesses the importance of democracy in Africa citing relevant examples	Assesses the importance of democracy in Africa	Explains the importance of democracy in Africa	Outlines of the importance of democracy in Africa
Explaining the role of the citizens in democratic representation	Explains the role of the citizens in democratic representation citing examples	Explains the role of the citizens in democratic representation	Outlines the roles of citizens in democratic representation	States the role of the citizens in democratic representation
Examining the characteristics of various types of democracy in Africa	Examines the characteristics of various types of democracy in Africa citing advantages of each.	Examines the characteristics of various types of democracy in Africa	Outlines the characteristics of various types of democracy in Africa	Lists characteristic of various types of democracy in Africa

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>5.0 Political Development and Governance</p>	<p>5.4 Human Rights (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) examine the evolution of human rights as practiced in society; classify human rights as stipulated in the human rights instruments; explore characteristics of human rights in society; analyze the concept of equity and non-discrimination in fostering solidarity; promote equity and non-discrimination for posterity</p> <p>b) demonstrate respect , adherence to and promotion of human rights for sanctity of life.</p>	<ul style="list-style-type: none"> ● Learners use print or braille materials or digital devices with assistive technology to research on evolution of human rights and present their findings in class. ● Learners with low vision use manila papers and felt pens to create posters on the classification of human rights and display in school, while learners with blindness write on braille cards the classification of human rights and mount them on a manila paper and display them in class. ● In groups, learners develop a chart or tactile chart with words written in either print or braille to indicate characteristics of human rights and display in class. ● In groups, learners brainstorm on issues of equity and non-discrimination ● Learners with low vision be provided with manila papers and felt pens to develop communication messages on equity and non-discrimination and display them in school, while learners with blindness write communication messages on equity and non- 	<ol style="list-style-type: none"> 1. Why is it important to know our rights? 2. How can we promote equity and non-discrimination in society? 3. How can we promote respect for human rights in our community?

			discrimination on braille cards and display them in school	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship as learners use print or braille or digital devices with assistive technology to search on the evolution of human rights and develop communication messages on equity and non- discrimination ● Learning to Learn as learners brainstorm in groups on issues of equity and non-discrimination ● Digital Literacy as learners use digital devices with assistive technology to research on evolution of human rights and report in class ● Creativity and Imagination as learners develop posters on characteristics of human rights and display them in school to pass on information to the community ● Communication and Collaboration as learners in groups create posters on the classification of human rights and display in school ● Self-Efficacy as learners develop posters on equity and non- discrimination and display them in school 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is achieved as learners in groups create posters on the classification and use chart/tactile chart to indicate characteristics of human rights and display in class ● Respect is developed as the learners recognise the input of every member of the team during class discussions ● Responsibility is achieved as learners take care of materials as they create posters on the classification and characteristics of human rights and display in school 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social Cohesion is promoted as learners organize and participate in commemorating International Day for the Elimination of Racial Discrimination on 21st March ● Good Governance is enhanced as learners engage in commemorating International Day for the Elimination of Racial Discrimination on 21st March ● Human rights is promoted as learners compose and recite poems with messages on equity and non- discrimination 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Computer Science as learners use digital devices to examine evolution of human rights and report in class ● English as learners discuss about evolution of human rights and report in class and organize and participate in a human rights symposium ● Performing Arts as learners conduct debates during club meetings on ways of ensuring equity through enhancing access, equal opportunities and equitable distribution of resources ● Visual Arts as learners develop posters on equity and non- discrimination and display them in school ● Religious Education as learners brainstorm issues of equity and non-discrimination 				

<p>Suggested Non Formal Activity to Supporting Learning:</p> <ul style="list-style-type: none"> • Learners could develop messages on types of democracy and sharing in school and at home • Learners could develop posters on democratic values and displaying in class
<p>Suggested modes of Assessment:</p> <ul style="list-style-type: none"> • oral questions, observation, peer assessment.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology, Flip charts or Manilla papers, braille machine, braille papers, Internet sources, The Constitution of Kenya

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Examining the evolution of Human Rights as practiced in society	Examines the evolution of Human Rights as practiced in society citing relevant examples.	Examines the evolution of Human Rights as practiced in society	Illustrates the evolution of Human Rights as practiced in society	Outlines the evolution of Human rights as practiced in society
Classifying Human Rights as stipulated in the Human Rights instruments	Classifies with illustrations Human Rights as stipulated in the Human Rights instruments	Classifies Human Rights as stipulated in the Human Rights instruments	Interprets Human Rights as stipulated in the Human Rights instruments	Lists the Human Rights as stipulated in the Human Rights instruments
Exploring the characteristics of Human Rights as practiced for preservation of life	Explores and classifies the characteristics of Human Rights as practiced for preservation of life	Explores the characteristics of Human Rights as practiced for preservation of life	Explains the characteristics of Human Rights as practiced for preservation of life	States some characteristics of Human Rights as practiced for preservation of life
Analysing the concept of equity and non-discrimination in fostering solidarity	Analyses the concept of equity and non-discrimination in fostering solidarity citing relevant examples	Analyses the concept of equity and non-discrimination in fostering solidarity	Explains the concept of equity and non-discrimination in fostering solidarity	Outlines the concept of equity and non-discrimination in fostering solidarity

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.5 African Diasporas (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the concept of “African Diasporas”;</p> <p>b) explore the factors that contributed to the presence of 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>	<ul style="list-style-type: none"> ● In groups learners use print or braille materials or digital devices with assistive technology to research on concept of African diasporas and make notes ● In groups learners use library resources to research on the factors that contributed to the presence of African diasporas across the world and share findings in class. ● Learners with low vision use world map to identify countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>), while learners with blindness be provided with tactile globe to identify countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>), ● Learners watch or listen to a audio visual clip on the role of diaspora in the political development in Africa. Learners with blindness be given verbal descriptions of phenomena that require visual perception. <p>Learners debate on the role of the diasporas in the political development in Africa</p>	<ol style="list-style-type: none"> 1. How can we promote collaboration between continental Africans and African Diasporas? 2. How can we promote African Unity in society today?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as learners in groups, use print or digital devices with assistive technology to identify countries inhabited by African diasporas (<i>USA, Brazil and France</i>) ● Digital Literacy as learners use digital devices with assistive technology to research countries inhabited by African diasporas and view or listen to a video on the role of diaspora in the political development in Africa ● Critical Thinking as learners in groups use library resources to research on the factors that contributed to the movement of African diasporas to various parts of the world and share findings in class ● Citizenship as learners debate on the role of diaspora in the political development in Africa 				

<p>Values:</p> <ul style="list-style-type: none"> ● Social Justice is enhanced as learners view or listen to audio visual clip on the role of diaspora in the political development in Africa ● Patriotism is promoted as learners debate on the role of diaspora in the political development in Africa ● Respect is enhanced as learners in groups, use print or digital devices with assistive technology to indicate on the world map countries inhabited by African diasporas ● Unity is promoted as learners in groups use print or digital devices with assistive technology to locate on the world map countries inhabited by African diasporas and the key routes of their migration from Africa
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Critical Thinking is promoted as learners in groups, use print or digital devices with assistive technology to indicate on the world map countries inhabited by African diasporas ● Social Cohesion is enhanced as learners debate on the role of diaspora in the political development in Africa ● Self-Esteem is enhanced as learners use print or digital devices with assistive technology to locate on the world map countries inhabited by African diasporas
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as learners debate on the role of diaspora in the political development in Africa ● Computer Science as learners use digital devices with assistive technology to locate on the world map countries inhabited by African diasporas
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners could compose songs and poems on African diasporas and share them with others
<p>Suggested Mode of Assessment: Oral questions, peer and self-assessment, observation,</p>
<p>Suggested Learner Resources: Digital devices with assistive technology. Flip charts/Manilla papers, Approved textbooks and other printed/ braille materials, world maps, tactile globe</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the concept of “African diasporas”	Describes the concept of “African diasporas” giving examples	Describes the concept of “African diasporas”	States the concept of “African diasporas”	Recalls the concept of “African diasporas”
Exploring the factors that contributed to the presence of African diasporas across the world	Explores the factors that contributed to the presence of African diasporas across the world citing examples	Explores the factors that contributed to the presence of African diasporas across the world	States the factors that contributed to the presence of African diasporas across the world	Identifies the factors that contributed to the presence of African diasporas across the world
Locating on the world map countries inhabited by African Diasporas(<i>USA, Brazil and France</i>)	Analyses on the world map countries inhabited by African diasporas(<i>USA, Brazil and France</i>)	Locates on the world map countries inhabited by African diasporas(<i>USA, Brazil and France</i>)	Identify the location on the world map countries inhabited by African diasporas(<i>USA, Brazil and France</i>)	States the location of the countries inhabited by African diasporas(<i>USA, Brazil and France</i>)
Assessing the role of the diasporas in the political development in Africa.	Assesses the role of the diasporas in the political development in Africa citing relevant examples	Assesses the role of the diaspora in the political development in Africa.	Describes the role of the diasporas in the political development in Africa.	Outlines the role of the diasporas in the political development in Africa.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.6 Global Citizenship (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain why there is interconnectedness and interdependence among countries in the world today; b) investigate positive and negative effects of	<ul style="list-style-type: none"> ● In groups learners find out what is interconnectedness and interdependence among countries in the world today ● In groups learners discuss the interconnectedness and interdependence among countries in the world today ● Learners with low vision be read print articles with appropriate contrast, font type and size in newspapers or digital devices with 	<ol style="list-style-type: none"> 1. How do countries connect and depend on each other in the world today? 2. How can globalization bring about negative effects?

		<p>globalization at local and national levels;</p> <p>c) describe qualities of a global citizen in the modern society;</p> <p>d) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya;</p> <p>e) develop a sense of belonging to a common humanity for harmonious living.</p>	<p>assistive technology to find out aspects that promote globalisation in the community and share the information in class while learners with blindness be provided with brailled extract of article from newspaper to read and find out aspects that promote globalisation in the community and share the information in class</p> <ul style="list-style-type: none"> ● In groups learners debate on positive and negative effects of globalization at local and national levels ● In group learners brainstorm on the qualities of a global citizen in the modern society ● Learners use print or braille or digital devices with assistive to research for qualities of a global citizen and write them down ● Learners with low vision draw a sketch of a human figure and indicate qualities of a global citizen, while learners with blindness be provided with a cut out of a human figure to trace over it using a spur wheel. write qualities of a global citizen in braille card and stick them of different part of the human sketch to indicate the qualities of a global citizen 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Global Citizenship as learners discuss in groups the interconnectedness and interdependence among countries and brainstorm on the qualities of a global citizen in the world today ● Communication and Collaboration as learners debate on positive and negative effects of globalization at local and national levels ● Learning to Learn as learners read articles in newspapers or brailled extracts and use digital devices with assistive technology 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 ● Self-Efficacy as learners use print or braille or digital devices with assistive technology to research and write notes. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Unity is promoted as learners in groups, read articles in newspapers or use appropriate media to find out aspects that promote globalisation in the community and share the information in class ● Patriotism is promoted as the learners brainstorm on the qualities of a global citizen in the modern society ● Respect is enhanced as the learners appreciate each other’s view as they debate on positive and negative effects of globalization at local and national levels
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good Governance is promoted as learners brainstorm on the qualities of a global citizen in the modern society ● Problem Solving is enhanced as learners debate on positive and negative effects of globalization at local and national levels and propose solutions ● Self-Awareness promoted as learners use print or braille or digital devices with assistive technology to research for qualities of a global citizen and write them down.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Computer Science as learners use digital devices with assistive technology to research for qualities of a global citizen and write down. ● English as learners debate on positive and negative effects of globalization at local and national levels and propose solutions ● Visual Arts as learners draw or trace a sketch of a human figure and indicate qualities of a global citizen
<p>Non Formal Activities to Support Learning: Learners could compose poems on global citizenship</p>
<p>Suggested Mode of Assessment: Oral questions, observation, portfolio, project, peer and self-assessment</p>
<p>Suggested Learning Resources: Tactile maps, photographs and photograph descriptions, digital devices with assistive technology, videos, spur wheels, tracing board, clips.</p>

Assessment Rubric				
criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the interconnectedness and interdependence of different countries	Explains the interconnectedness and interdependence of different countries citing relevant examples	Explains the interconnectedness and interdependence of different countries	Outlines the interconnectedness and interdependence of different countries	States interconnectedness and interdependence of different countries

Investigating positive and negative effects of globalization	Analyses positive and negative effects of globalization	Investigates positive and negative effects of globalization at local and national levels	Identifies positive and negative effects of globalization at local and national levels	States positive and negative effects of globalization at local and national levels
Describing qualities of a global citizen in the modern society	Describes qualities of a global citizen in the modern society citing relevant examples	Describes qualities of a global citizen in the modern society	Outlines qualities of a global citizen in the modern society	States qualities of a global citizen in the modern society

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.7 Global Governance (4 Lessons)	<p>By the end of the sub strand, the learner should be able to:</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) identify the member countries of the African Union;</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>	<ul style="list-style-type: none"> ● Learners to role-play activities depicting the guiding principles of good leadership and integrity in promotion of good governance. Learners with blindness be provided with verbal cues of activities they are required to perform and what peers are performing ● Learners prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance ● Learners sing the AU anthem for promotion of regional citizenship ● Learners use digital with assistive technology or print or braille materials to research on the formation, achievements and challenges of OAU and AU ● Learners with low vision to draw a map of Africa and indicate member countries of the AU, while learners with blindness be provided with a tactile map of Africa with member countries of AU to explore and identify the countries. 	<ol style="list-style-type: none"> 1. How should leadership and integrity be promoted in society today? 2. How can we promote continental interconnectedness and interdependence?

			<ul style="list-style-type: none"> ● Learners use print or braille and digital devices with assistive technology to search for the national flags of the member countries of AU and make a collage and share the information in class. Learners with blindness be given verbal description of the colours and emblems of flags of different countries and be supported on activities that require use of sight as they make a collage ● Learners use print or braille or digital devices with assistive technology to access the AU anthem, rehearse and Sing it ● Learners with low vision draw the organizational structure of OAU and AU, while learners with blindness are provided with a tactile diagram indicating the organizational structure of OAU and AU to manipulate and identify the organization structure ● Learners brainstorm in groups on factors which can promote continental interconnectedness and interdependence 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as the learners role play activities depicting the guiding principles of good leadership and integrity. ● Learning to Learn as the learners use digital devices with assistive technology or print or braille to research on the formation, achievements and challenges of OAU and AU. ● Self-Efficacy as the learners role-play activities depicting the guiding principles of good leadership and integrity in promotion of good governance. ● Digital literacy as learners use digital devices with assistive technology and other resources to search for the national flags of the member states of AU and make a collage to share in class. 				

Values:

- Responsibility is achieved as the learners prepare slogans on elements of inclusive governance for promotion of social justice.
- Love is upheld as learners sing the AU Anthem.
- Respect is enhanced as learners appreciate views of others as they debate on how leadership is essential in promoting good governance
- Integrity is promoted as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance.
- Patriotism is enhanced as the learners use print or braille media to search for the national flags of the member countries of AU and make a collage to share in class.
- Social Justice promoted as learners prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion is enhanced as learners work in groups to search for the national flags of the member countries and make a collage to share in class
- Decisions Making is enhanced as learners prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance
- Good governance is promoted as learners prepare slogans on guiding principles and benefits of leadership and integrity in promotion of good governance.

Link to other subjects:

- English as learners role play activities depicting 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
- Performing Arts as learners role play activities depicting on the guiding principles of good leadership and integrity in promotion of good governance and sing the AU Anthem
- Computer Science as learners use digital devices with assistive technology to research on the formation, achievements and challenges of OAU and AU

Non Formal Activities to Support Learning:

Learners could design posters or braille cards of member countries of AU and display them on the school noticeboard.. Learners with blindness be supported on activities that require use of sight when designing posters.

Suggested Mode of Assessment:

Oral questions, observation, portfolio, journals

Suggested Learning Resources:

Local and extended environment, Realia, embossed maps, digital devices with assistive technology

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying the guiding principles of leadership and integrity in promotion of good global governance	Identifies and explains guiding principles of leadership and integrity in promotion of good governance	Identifies guiding principles of leadership and integrity in promotion of good governance	Outlines guiding principles of leadership and integrity in promotion of good governance	States guiding principles of leadership and integrity in promotion of good governance
Examining the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)	Explores the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)	Examines the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)	Explains the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)	States the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)
Identifying the member countries of the African Union	Identifies the member countries of the African Union and recognize their location on a map	Identifies the member states of the African Union	States the member countries of the African Union	Names the member countries of the African Union
Illustrating the organizational structure of the AU	Illustrates the organizational structure of the AU and explain their roles	Illustrates the organizational structure of the AU	Identifies the organizational structure of the AU	States the organizational structure of the AU
Exploring factors which can promote continental interconnectedness and interdependence	Explores factors which can promote continental interconnectedness and interdependence giving relevant examples	Explores factors which can promote continental interconnectedness and interdependence	Explains factors which can promote continental interconnectedness and interdependence	Lists 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 visual 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 with blindness will be grouped with those who have sight. 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 visual 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 blindness who may require more time to implement the CSL project.

CSL Skills to be covered

- i) **Research:** Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analyzing information and presenting their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, and presentation skills using varied modes.
- iii) **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners will develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners will consider how to source and utilise resources effectively and efficiently.
- vi) **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>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community; c) design solutions to the identified problem; d) implement solution to the identified problem; e) share the findings to relevant actors; f) reflect on own learning and relevance of the project; g) appreciate the need to belong to a community. 	<ul style="list-style-type: none"> ● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. ● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Learners brainstorm on the resources needed for the activity and source for them. Learners with blindness to be guided in selecting materials that are safe and accessible such as tactile charts, pictures, graphs and braille. Those with low vision to use reference materials with appropriate font size and contrasting colours as well as three dimensional resources. ● In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. Learners with visual impairments to be supported in preparation and use of data collection methods and tools such as questionnaires, focus discussions and interviews. ● In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher. ● In groups, learners collect data and record findings. Learners with blindness to work with sighted peers when collecting data. The sighted peers would support in explaining or describing aspects that require use of sight. ● Learners with blindness to use audio recorders to record the responses. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		<ul style="list-style-type: none"> ● In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings. ● Based on the research report, learners implement a project to get solutions to the identified problem. Learners with blindness to work with sighted peers and ensure the project site is free from hazards such as hanging trees, sharp objects and potholes to ensure safe mobility. ● Learners use feedback from peers and the school community to improve on the implementation of the project. ● In groups learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a pertinent issue in school the community to be addressed.	Gives Justification for the identified pertinent issue in the school community to be addressed.	Identifies a pertinent issue in the school community to be addressed.	States a pertinent issue in the school community to be addressed.	Recalls a pertinent issue discussed in class.
Planning to solve the identified issue.	Designs and develops a step-by-step plan of the activities to be carried out in the process of solving the problem.	Develops a plan to solve the identified problem.	Gives an outline of a plan to solve the identified problem.	States some activities to be included in the plan to solve the identified problem.

Designing and implementing solutions to the identified problem.	Designs, implements and solves the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.
Sharing findings to relevant actors.	Incorporates feedback from relevant actors to the findings.	Shares findings to relevant actors.	Gives brief description of findings to relevant actors.	States some aspects of the findings to relevant actors.