

## KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

# DIPLOMA IN TEACHER EDUCATION PRE-PRIMARY AND PRIMARY

SOCIAL STUDIES CURRICULUM DESIGN

2024

## First Published in 2021

## Revised 2024

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#### INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

## **Professional Learning areas**

1. Child Development and Psychology

- 2. Curriculum Studies
- 3. Educational Resources
- 4. ICT Integration in Education
- 5. Educational Assessment
- 6. Research Skills
- 7. Inclusive Education
- 8. Educational Leadership and Management
- 9. Sociological and Philosophical Foundations of Education
- 10. Historical and Comparative Foundations of Education
- 11. Micro Teaching
- 12. Practicum

## **Integrated Content and Pedagogy Learning areas**

- 1. English
- 2. Kiswahili
- 3. Mathematics
- 4. Science and Technology
- 5. Agriculture
- 6. Home Science
- 7. Religious Education: CRE/IRE/HRE
- 8. Social Studies
- 9. Physical and Health Education
- 10. Art and Craft
- 11. Music

12. Indigenous Language

13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

#### REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P)

#### **Entry Requirements**

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus** (-) Grade in KCSE or equivalent

#### **Duration of Training**

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

## **Subjects Offered**

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

## **Micro-Teaching and Practicum**

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

## Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

**Note:** If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

## Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

|     | SUBJECT                               | TERM<br>1 | TER<br>M 2 | TER<br>M 3 | TERM<br>4 | TER<br>M 5 | TER<br>M 6 | Sub<br>Total | TERM 7<br>Micro<br>Teaching -<br>Subject<br>Practicals | TE<br>RM<br>8 | TER<br>M 9 | TOTAL<br>FOR COURSE |
|-----|---------------------------------------|-----------|------------|------------|-----------|------------|------------|--------------|--|---------------|------------|---------------------|
| _   | FESSIONAL LEARNING                    |           |            |            |           |            |            |              |  |               |            |                     |
| ARE |                                       |           |            |            |           |            |            |              |  |               |            | PROFESSIONAL        |
| 1.  | Child Development and                 | 10        | 10         | 10         | 10        | 10         | 10         | 60           |  |               |            | LEARNING            |
|     | Psychology                            |           |            |            |           |            |            |              |  |               |            | AREAS               |
| 2.  | Curriculum Studies                    | 30        | 20         | 20         | 20        |            |            | 90           |  |               |            | (420 Hours )        |
| 3.  | Educational Resources                 | 10        | 10         | 10         |           |            |            | 30           |  |               |            |                     |
| 4.  | ICT Integration in                    | 10        | 10         | 10         |           |            |            | 30           |  |               |            |                     |
|     | Education                             |           |            |            |           |            |            |              |  |               |            |                     |
| 5.  | <b>Educational Assessment</b>         | 10        | 10         | 10         |           |            |            | 30           |  |               |            |                     |
| 6.  | Research Skills                       | 10        | 10         | 4          |           |            |            | 30           |  |               |            |                     |
| 7.  | Inclusive Education                   | 10        | 10         | 10         |           |            |            | 30           |  |               |            |                     |
| 8.  | Educational Leadership and Management |           |            |            | 10        | 10         | 10         | 30           |  |               |            |                     |
| 9.  | Sociological and                      |           |            |            | 10        | 10         | 10         | 30           |  |               |            |                     |
| 9.  | Philosophical Foundations             |           |            |            | 10        | 10         | 10         | 30           |  |               |            |                     |
|     | of Education                          |           |            |            |           |            |            |              |  |               |            |                     |
| 10. | <b>Historical and Comparative</b>     |           |            |            | 10        | 10         | 10         | 30           |  |               |            |                     |
|     | Foundations of Education              |           |            |            |           |            |            |              |  |               |            |                     |
| 11. | Micro Teaching                        | 30        |            |            |           |            |            | 30           |  |               |            |                     |
| SUB | TOTAL                                 | 120Hrs    | 80Hrs      | 80Hrs      | 60Hrs     | 40Hrs      | 40Hrs      | 420Hrs       |  |               |            |                     |

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

|     | SLE 2: DISTRIB<br>NTENT + PEDA      |           |         |           |           | (2233     | ~/      |              |  |           |           |                           |  |  |
|-----|-------------------------------------|-----------|---------|-----------|-----------|-----------|---------|--------------|--|-----------|-----------|---------------------------|--|--|
|     | SUBJECT                             | TERM<br>1 | TERM 2  | TERM<br>3 | TERM<br>4 | TERM<br>5 | TERM 6  | SUB<br>TOTAL | TERM 7<br>Micro<br>Teaching -<br>Subject<br>Practicals | TERM 8    | TERM 9    | TOTAL<br>FOR<br>PROGRAMME |  |  |
| 1   | English                             | 24        | 34      | 34        | 35        | 29        | 30      | 186          | 30   | Practicum | Practicum |                           |  |  |
| 2   | Kiswahili                           | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 20   |           |           | CONTENT&                  |  |  |
| 3   | Mathematics                         | 30        | 30      | 30        | 30        | 30        | 30      | 180          | 30   | 300 Hours | 300 Hours | PEDAGOGY                  |  |  |
| 4   | Science and<br>Technology           | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 30   |           |           | (SUBJECTS)<br>(1680 Hrs)  |  |  |
| 5   | Agriculture                         | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 20   |           |           |                           |  |  |
| 6   | Home science                        | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 20   |           |           | +                         |  |  |
| 7   | Religious<br>Education:-            | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 20   |           |           | PRACTICUM<br>(600Hrs)     |  |  |
| 8   | Social Studies                      | 20        | 20      | 20        | 20        | 20        | 20      | 120          | 20   |           |           |                           |  |  |
| 9.  | Physical and<br>Health<br>Education | 10        | 10      | 10        | 30        | 30        | 30      | 120          | 30   |           |           |                           |  |  |
| 10. | Art and craft                       | 10        | 30      | 30        | 10        | 20        | 20      | 120          | 20   |           |           |                           |  |  |
| 11. | Music                               | 10        | 20      | 20        | 20        | 20        | 30      | 120          | 20   | ]         |           |                           |  |  |
| 12. | Indigenous<br>Languages             | 10        | 20      | 20        | 20        | 30        | 20      | 120          | 20   |           |           |                           |  |  |
| 13  | Foreign<br>Languages:               | 10        | 10      | 10        | 30        | 30        | 30      | 120          | 20   |           |           |                           |  |  |
| SUI | B TOTAL                             | 230 Hrs   | 270 Hrs | 270 Hrs   | 290 Hrs   | 310 Hrs   | 310 Hrs | 1686Hrs      |  |           |           |                           |  |  |
| TO  | ΓAL                                 | 350       | 350     | 350       | 350       | 350       | 350     | 2100         | 300  | 300       | 300       | 3000 HRS                  |  |  |

#### NATIONAL GOALS OF EDUCATION

Education in Kenya should:

### 1. 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.

#### 2. 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.

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

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.

#### 4. 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.

#### 5. Promote social equity 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.

#### 6. 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.

## 7. 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.

## 8. 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.

## LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P)

By the end of the course the teacher trainee should be able to:

- 1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
- 2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
- 3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
- 4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
- 5. Employ ICT skills in the learning process to enhance digital literacy
- 6. Employ appropriate assessment approaches to promote effective learning
- 7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
- 8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
- 9. Create innovative and effective solutions to challenges in the learning process.
- 10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

#### ESSENCE STATEMENT

Social Studies is the study of cumulative knowledge and understanding of people, environment and events from a range of historical periods that aims at nurturing citizens who responsibly participate and engage in local, regional, and global affairs. It exposes the trainee to the origins of human cultures and civilization in order to understand and appreciate the legacy of our rich national culture and heritage and develop identity, empathy and analytical skills needed to participate intelligently and responsibly in society.

The purpose of Social Studies is to enable the teacher trainee make informed decisions on social matters. The subject empowers the trainee to socially navigate smoothly in diverse communities, societies and globally. The subject therefore provides opportunities for the trainee to develop an understanding of groups, communities, societies, and the world, particularly the composition, structures, governance and the interconnectedness and interdependence of people, things and the environment. The subject provides opportunities for the trainee to develop an understanding and empathy to care for people and the environment for sustainable development. Social studies enables the trainee to develop skills for living in an increasingly diverse world. In addition, it enables the trainee to develop desired values for promotion of responsible citizenship for peaceful living and social cohesion. It further enables the trainee to develop and apply critical social skills for civic competency to participate in, and contribute to contemporary issues as an informed, engaged, responsible and responsive citizen.

The Social Studies curriculum design is grounded on Vygotsky's social development theory of learning, which states that social interaction and culture have significant impact on cognitive development. This happens through scaffolding, cognitive apprenticeship, tutoring and cooperative learning.

The Social Studies pedagogy is thus mainly inquiry-based to facilitate acquisition of pedagogical content knowledge, educational leadership, professionalism and personal competencies by the trainee. The competencies acquired will enable the teacher trainee to be a credible source of knowledge in Social Studies and hence facilitate a firm foundation for further education".

#### GENERAL LEARNING OUTCOMES

By the end of the course, the teacher trainee should be able to:

- 1. Develop desired knowledge, skills, values and attitudes to care for people, the environment and adopt sustainable consumption habits for harmonious living
- 2. Understand how individuals are socialized to fit in groups, communities, societies and the world and develop a sense of belonging to a common humanity
- 3. Model and nurture social skills, attitudes and values among learners to promote living with others and the environment respectfully and peacefully
- 4. Offer opportunities for learners to experience learning in varied contexts and community participation in learning of Social Studies
- 5. Infuse inclusive, learner centred and culturally responsive, independent, transformative and interactive learning approaches that promote digital literacy
- 6. Embed authentic tasks in the learning process to support pedagogical content knowledge acquisition and development of core competencies in an integrated manner
- 7. Utilize the environment, ICT and social media as resources to enhance learning in Social Studies
- 8. Use assessment and evaluation strategies that align with Competency based Curriculum to support learning
- 9. Participate in and contribute to pertinent and contemporary issues at local, national, regional and global levels as an informed, engaged, responsible and responsive citizen
- 10. Explore opportunities for social entrepreneurship, civic engagement and initiate action to transform oneself and society
- 11. Promote learning of Social Studies at the Basic Education Level and form a firm foundation for further studies

## SUMMARY OF LESSON ALLOCATION

| YEA | R ONE                                       |                 |
|-----|---|-----------------|
|     | STRAND                                      | TIME ALLOCATION |
| 1.  | INTRODUCTION TO SOCIAL STUDIES              | (10 HRS)        |
| 2.  | NATURAL AND THE BUILT ENVIRONMENTS          | (55 HRS)        |
| 3.  | PEOPLE, POPULATION AND SOCIAL ORGANISATIONS | (43 HRS)        |
| YEA | R TWO                                       |                 |
| 4.  | RESOURCES AND ECONOMIC ACTIVITIES           | (44 HRS)        |
| 5.  | POLITICAL SYSTEMS AND GOVERNANCE            | (64 HRS)        |
| YEA | R THREE                                     |                 |
| 6.  | PEDAGOGICAL APPROACHES IN SOCIAL STUDIES    | (36 HRS)        |
|     | TOTAL NO OF HOURS                           | 252 HOURS       |

STRAND 1.0: NATURAL AND THE BUILT ENVIRONMENTS

| Strand                                 | Sub-Strand                         | Specific Learning<br>Outcomes  | Suggested Learning Experiences   | Suggested Key<br>Inquiry<br>Question(s)  |
|--|------------------------------------|--|--|--|
| 1.0 Natural and the Built Environments | 1.1 Introduction to Social Studies | By the end of the sub-strand, the teacher trainee  | <ul> <li>The teacher trainee:</li> <li>Use appropriate media to establish the meaning of Social Studies</li> </ul>   | How does the learning of Social Studies  |
| (65 Hrs.)                              |                                    | should be able to: a) examine the rationale for studying Social Studies in DTE - PP&P b) analyse the historical development of | <ul> <li>Brainstorm on the importance of studying Social Studies in DTE - PP&amp;P and share in class</li> <li>Debate on the importance of studying Social Studies in DTE - PP&amp;P</li> <li>Research on the historical development of Social Studies in Kenya and write a report</li> </ul>  | influence human activities?  2. How would you develop Pedagogical Content Knowledge as you interpret |
|  |                                    | Social Studies in Kenya, c) discuss the importance of integrated approach in learning Social Studies, d) interpret the Primary | <ul> <li>Use digital devices to find out the importance of using an integrated approach in teaching Social Studies and write a report</li> <li>Carry out research on major global social concerns and the impact at the national and local levels</li> <li>Brainstorm on the components of the Social Studies curriculum design</li> </ul> | the Primary Social Studies curriculum design? 3. How can values be promoted through the learning of  |

| Education Social Studies curriculum design, e) apply suitable strategies to facilitate the learning of the linkage between the National Goals of Education and the Primary Social Studies learning outcomes to promote pedagogy content knowledge, f) discuss how the | <ul> <li>Discuss the components of the Social Studies Primary Education curriculum design and share in class</li> <li>Draw a chart to show the interrelationships between the components of the Social Studies curriculum design</li> <li>Discuss the relationship between the National Goals of Education and the Primary Social Studies learning outcomes.</li> <li>Create posters on the relationship between the Pre-Primary level Primary level</li> <li>Brainstorm on the core values and show how they can be promoted in Social studies</li> <li>Sensitise members of the learning institution on the role of Social Studies in national development</li> </ul> | Social<br>Studies? |
|---|---|--------------------|
| pedagogy<br>content<br>knowledge,   | Social studies  Sensitise members of the learning institution on the role of Social   |                    |

|  | g) appreciate the national goals of education in offering direction to social studies curriculum design. |
|--|--|
|--|--|

## **Core Competencies to be developed**

Learning to Learn: as teacher trainee Brainstorm on the importance of studying Social Studies in DTE - PP&P and share in class

## Values:

**Responsibility** as teacher trainee carry out research on major global social concerns and the impact at the national and local levels

| Level                 | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching         | Below               |
|-----------------------|-------------------------------|------------------------------|---------------------|---------------------|
| Indicator             |                               |                              | Expectations        | Expectations        |
| 1. Ability to analyse | Correctly and                 | Analyses the historical      | Analyses some of    | With assistance     |
| the historical        | comprehensively analyses      | development of Social        | the historical      | analyses some       |
| development of        | the historical development    | Studies                      | developments of     | historical          |
| Social Studies        | of Social Studies             |                              | Social Studies      | development of      |
|                       |                               |                              |                     | Social Studies      |
| 2. Ability to discuss | With examples discusses       | Discusses the importance     | Discusses some of   | Has difficulties    |
| the importance of     | the importance of             | of integrated approach in    | the importance of   | discussing the      |
| integrated approach   | integrated approach in        | learning Social Studies      | integrated approach | importance of       |
| in learning Social    | learning Social Studies       |                              | in learning Social  | integrated approach |
| Studies               |                               |                              | Studies             | in learning Social  |
|                       |                               |                              |                     | Studies             |

| Strand                                 | Sub-Strand                                  | Specific Learning Outcomes   | Suggested Learning<br>Experiences   | Suggested Key<br>Inquiry<br>Question(s)   |
|--|---|--|---|---|
| 1.0 Natural and the Built Environments | 1.2 Map reading and interpretation (15 Hrs) | By the end of the sub-strand, the teacher trainee should be able to;  a) examine different types of maps and their uses in daily lives,  b) analyse the uses of key elements in a map,  c) interpret information on topographical maps using conventional symbols,  d) determine direction and location of places on a map,  e) measure the distance between two places on a map,  f) use a suitable strategy in estimating and calculating the area of a region on a map using a scale to nurture the values of integrity and social justice, | <ul> <li>The teacher trainee:</li> <li>Use digital resources to identify types of maps</li> <li>Draw and display sketch maps showing the elements of a map</li> <li>Conduct a gallery walk where peers assess the displayed sketch maps</li> <li>Create and display a chart on conventional symbols used to interpret information on maps</li> <li>Give direction of places using a compass and bearing on the map</li> <li>Locate places on a map using grid references, grid squares, longitudes and latitudes</li> <li>Use digital devices to locate places and features within the environment</li> </ul> | 1. How can the learning of direction and location of places on maps help to enhance critical thinking and problemsolving skills in our lives?  2. How can you use map reading and interpretation to develop effective decisionmaking skills among learners? |

| <del></del> |                              |  |
|-------------|------------------------------|--|
|             | g) draw sketches and cross-  | Measure the distance                       |
|             | sections to represent        | between two places on a                    |
|             | physical and human           | map  |
|             | features on a map,           | Estimate and calculate                     |
|             | h) develop learning outcomes | the area of a place on a                   |
|             | to teach interpretation of   | map using a scale                          |
|             | physical features and        | <ul> <li>Draw sketch and cross-</li> </ul> |
|             | human activities on a map    | sections of maps                           |
|             | to promote the competency    | showing specified                          |
|             | of critical thinking and     | physical and human                         |
|             | problem solving,             | features                                   |
|             | i) discuss the relationship  |  |
|             | between                      |  |
|             | landscape features on a      |  |
|             | map,                         |  |
|             | j) develop a map reading     |  |
|             | activity to promote critical |  |
|             | thinking and problem-        |  |
|             | solving skills,              |  |
|             | k) value the use of maps     |  |
|             | appropriately in daily life. |  |
|             | ** *                         |  |

## **Core Competencies to be developed:**

**Pedagogy content knowledge** as teacher trainee use a suitable strategy in estimating and calculating the area of a region on a map using a scale to nurture the values of integrity and social justice

## Values:

Unity as teacher trainees creates and display a chart on conventional symbols used to interpret information on maps

| Level                   | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching<br>Expectations | Below<br>Expectations |
|-------------------------|-------------------------------|------------------------------|-----------------------------|-----------------------|
| Indicator               |                               |                              |                             |                       |
| Ability to estimate and | Consistently and              | Estimates and calculates     | Occasionally                | Has challenges        |
| calculating area of a   | accurately estimates and      | area of a region on a map    | estimates and               | estimating and        |
| region on a map         | calculates area of a region   |                              | calculates area of a        | calculating area of a |
|                         | on a map                      |                              | region on a map             | region on a map       |

| Strand                                 | Sub-Strand   | Specific Learning<br>Outcomes  | Suggested Learning<br>Experiences   |    | Suggested<br>Key Inquiry<br>Question(s)   |
|--|--|--|---|----|---|
| 1.0 Natural and the Built Environments | 1.3 Position, size, shape of Kenya and countries of Eastern Africa (5 Hrs) | By the end of the substrand, the teacher trainee should be able to;  a) describe the positions, shapes and sizes of countries in Eastern Africa, b) distinguish between line of latitudes and line of longitudes used in maps, c) identify the main lines of latitudes and longitudes on a map of Africa, d) locate the position of places using lines of latitudes and longitudes on a map of Africa, e) determine time in different places using | <ul> <li>Trainees are guided in groups/pairs/ individually to:         <ul> <li>Draw a map of Kenya and indicate the neighbouring countries</li> <li>Use latitudes and longitudes to locate the position of Kenya</li> <li>Use digital devices to establish the sizes and shapes of Kenya and countries of Eastern Africa</li> <li>Draw a map of Africa showing the positions of countries in Eastern Africa</li> <li>Model a micro-lesson on the positions, shapes and sizes of Kenya and Eastern Africa using appropriate resources</li> <li>Compose songs and poems on countries in Eastern</li> </ul> </li> </ul> | 1. | How can unity be promoted among Countries of Eastern African? How can global citizenship be promoted among countries of Eastern Africa? |

| ,                        |   |
|--------------------------|---|
| f) appreciate the use of | • Use appropriate media to                    |
| latitudes and longitudes | find out the difference                       |
| in locating places.      | between latitudes and                         |
|                          | longitudes                                    |
|                          | Use digital devices to                        |
|                          | identify the main lines of                    |
|                          | latitudes and longitudes in                   |
|                          | Africa  |
|                          | Draw a map of Africa                          |
|                          | indicating the main latitudes                 |
|                          | and longitudes                                |
|                          | Use longitudes to calculate                   |
|                          | time of different places                      |
|                          | Use digital maps to locate                    |
|                          | the position of your                          |
|                          | institution using latitudes                   |
|                          | and longitudes                                |
|                          | <ul> <li>Develop learning outcomes</li> </ul> |
|                          | for the micro-lesson on uses                  |
|                          |   |
|                          | of latitudes and longitudes                   |

## **Core Competencies to be developed:**

Creativity and Imagination: as teacher trainee uses digital maps to locate the position of your institution using latitudes and longitudes

## Values:

Responsibility: as teacher trainee use appropriate media to find out the difference between latitudes and longitudes

| <b>Level Indicator</b>   | Exceeding expectations  | Meetings expectations   | Approaching expectations   | Below expectations  |
|--|---|---|--|---|
| Ability to identify the main lines of latitudes and longitudes on a map of Africa, | With illustrations identify<br>the main lines of latitudes<br>and longitudes on a map<br>of Africa, | identifies the main lines of latitudes and longitudes on a map of Africa, | identify the main<br>lines of latitudes<br>and longitudes on a<br>map of Africa with<br>few omissions, | identifies the main<br>lines of latitudes<br>and longitudes on a<br>map of Africa with<br>mang omissions, |

| Strand              | Sub-Strand     | Specific Learning Outcomes | Suggested Learning Experiences      | Suggested<br>Key Inquiry<br>Question(s) |
|---------------------|----------------|----------------------------|-------------------------------------|---|
| 1.0 Natural and     | 1.4 Physical   | By the end of the sub-     | The teacher trainee:                | 1. How would                            |
| the Built           | features in    | strand, the teacher        | • Use appropriate media to identify | you use                                 |
| <b>Environments</b> | Kenya and      | trainee should be able     | the main physical features in       | creativity and                          |
|                     | Eastern Africa | to;                        | Kenya and Eastern Africa            | innovation to                           |
|                     |                | a) describe the            | Draw a map of Kenya and             | conserve the                            |
|                     | (6 Hrs)        | formation of the           | Eastern Africa and locate the       | physical                                |
|                     |                | main physical              | main physical features              | features within                         |
|                     |                | features in Kenya          | Discuss the formation of            | the                                     |
|                     |                | and Eastern Africa,        | different physical features in      | environment?                            |
|                     |                | b) analyse the             | Kenya and Eastern Africa and        | 2. What                                 |
|                     |                | influence of               | share in class                      | environmental                           |

| features in Kenya. |  | physical features on human activities in Kenya and Eastern Africa, c) model a lesson on formation of physical features in Kenya to promote creativity and innovation, d) take part in conserving the physical features within the environment, e) value physical features in Kenya. | <ul> <li>(mountains, valleys, lowlands, plateaus, vegetation and drainage)</li> <li>Research on the influence of physical features on human activities and present findings in class</li> <li>Explore the immediate environment to establish the different physical features, their influence on human activities and how they can be conserved</li> <li>Creatively and innovatively develop learning resources to teach formation of physical features in Kenya.</li> </ul> | issues affect<br>the physical<br>features in<br>Kenya? |
|--------------------|--|---|--|--|
|--------------------|--|---|--|--|

## **Core Competencies to be developed:**

Digital Literacy: as teacher trainee Use appropriate media to identify the main physical features in Kenya and Eastern Africa

## Values:

**Social justice**: as teacher trainee research on the influence of physical features on human activities and present findings in class

| Level Indicator         | Exceeding expectations     | Meetings expectations      | Approaching expectations | Below expectations  |
|-------------------------|----------------------------|----------------------------|--------------------------|---------------------|
| Ability to describe the | Correctly and              | Describes formation of     | Describes                | Has difficulties    |
| formation of the main   | comprehensively            | the main physical          | formation of some        | describing          |
| physical features in    | describes formation of the | features in Eastern Africa | of the main              | formation of the    |
| Eastern Africa          | main physical features in  |                            | physical features in     | main physical       |
|                         | Eastern Africa             |                            | Eastern Africa           | features in Eastern |
|                         |                            |                            |                          | Africa              |

| Strand          | Sub-Strand  | Specific Learning      | Suggested Learning Experiences                  | Suggested Key   |
|-----------------|-------------|------------------------|---|-----------------|
|                 |             | Outcomes               |   | Inquiry         |
|                 |             |                        |   | Question(s)     |
| 1.0 Natural and | 1.5 Weather | By the end of the sub- | The teacher trainee:                            |                 |
| the Built       |             | strand, the teacher    | Brainstorm and share                            | 1. How can you  |
| Environments    | (9 Hrs)     | trainee should be able | experiences on the elements of                  | use digital     |
|                 |             | to;                    | weather and instruments                         | literacy skills |
|                 |             | a) examine the         | <ul> <li>Develop weather instruments</li> </ul> | to enhance      |
|                 |             | elements of            | using locally available materials.              | observation,    |
|                 |             | weather in the         | Display and demonstrate how to                  | recording and   |
|                 |             | environment,           | use the improvised weather                      | interpretation  |
|                 |             | b) construct weather   | instruments                                     | of weather?     |
|                 |             | instruments using      |   |                 |

| locally available materials, c) use digital literacy skills to create and interpret weather records in the learning institution, d) describe traditional methods of weather forecast in society, e) model a lesson on weather using field study approach, f) apply weather warnings to protect life and property in the environment, g) appreciate traditional methods | <ul> <li>Use appropriate media to record and observe different weather conditions</li> <li>Observe, record and interpret weather in the environment</li> <li>Discuss traditional methods of predicting weather and share in class</li> <li>Create a weather station in the learning institution and use it to record and interpret weather conditions in the environment</li> <li>Undertake a field study to a weather station within the locality to learn more about weather</li> <li>Create awareness on the importance of using weather forecast to make daily decisions</li> </ul> | 2. How can weather forecast be used to reduce disaster risks? |
|--|---|---|
| 0, 11  | 1   |   |

## **Core Competencies to be developed:**

• Creativity and Imagination: as teacher trainee Observe, record and interpret weather in the environment

## Values:

• Respect: as teacher trainee undertake a field study to a weather station within the locality to learn more about weather

| <b>Level Indicator</b>  | Exceeding expectations  | Meetings expectations     | Approaching expectations | Below expectations  |
|-------------------------|-------------------------|---------------------------|--------------------------|---------------------|
| Ability to model a      | Correctly and           | models a lesson on        | model a lesson on        | model a lesson on   |
| lesson on weather using | comprehensively model a | weather using field study | weather using field      | weather using field |
| field study approach,   | lesson on weather using | approach                  | study approach           | study approach      |
|                         | field study approach    |                           | partially                | with assistance     |

| Strand                    | Sub-Strand  | Specific Learning<br>Outcomes   | Suggested Learning Experiences   | Suggested Key<br>Inquiry<br>Question(s)   |
|---------------------------|-------------|---|--|---|
| 1.0 Natural and           | 1.6 Climate | By the end of the sub-<br>strand, the teacher trainee   | The teacher trainee:   | 1. What environmental   |
| the Built<br>Environments | (6 Hrs)     | strand, the teacher trainee should be able to; a) discuss factors that influence climate in Eastern Africa, b) identify the main climatic regions in Kenya and Eastern Africa, c) use suitable strategies to facilitate the learning of | <ul> <li>Use appropriate media to find out factors that influence climate in Eastern Africa and share with peers</li> <li>Draw a map of Kenya and Eastern Africa indicating climatic regions and display in class</li> <li>Discuss the characteristics of the climatic regions in Kenya and</li> </ul> | issues are caused by climate change?  2. How does climate change affect sports and games activities in the community? |

| characteristics of different climatic regions in Kenya and Eastern Africa to develop the competency of communication and collaboration, d) examine the effects of climate on human activities in Kenya, e) analyse the causes of climate change and its impact on the environment, f) model a micro-lesson on strategies of coping with the effects of climate change in the environment, g) predict and adapt to climate change-related trends through sustainable lifestyles, h) value the main climatic regions in | Eastern Africa and do class presentations  Carry out research on the effects of climate on human activities and write a report  Undertake a field study within the locality to establish the effects of climate on human activities and present in class  Share experiences on factors influencing climate change and coping strategies  Carry out research on effects of climate change and write a report.  Watch digital materials on climate change  Research and write a report on environmental issues in education caused by climate change  Use eLearning materials to model a micro-lesson on strategies of coping with the effects of climate change in the environment | 3. What problem-solving skills can you apply to mitigate against effects of climate change? |
|---|---|---|

| Kenya and Eastern<br>Africa. | Plan and implement awareness creation campaign on causes, effects and mitigation measures of climate within the learning institution |
|------------------------------|--|
|------------------------------|--|

## **Core Competencies to be developed:**

**Digital Literacy**: as teacher trainee use appropriate media to find out factors that influence climate in Eastern Africa and share with peers

## Values:

**Responsibility**: as teacher trainee plans and implement awareness creation campaign on causes, effects and mitigation measures of climate within the learning institution

| Level                    | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching         | Below                |
|--------------------------|-------------------------------|------------------------------|---------------------|----------------------|
|                          |                               |                              | Expectations        | Expectations         |
| Indicator                |                               |                              |                     |                      |
| Ability to predict and   | Correctly and                 | predict and adapt to         | Partly predicts and | predict and adapt to |
| adapt to climate change- | comprehensively predicts      | climate change-related       | adapt to climate    | climate change-      |
| related trends through   | and adapt to climate          | trends through               | change-related      | related trends       |
| sustainable lifestyles   | change-related trends         | sustainable lifestyles       | trends through      | through sustainable  |
|                          | through sustainable           |                              | sustainable         | lifestyles with      |
|                          | lifestyles                    |                              | lifestyles          | assistance           |

| Strand                        | Sub-Strand                       | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>   | Suggested Key<br>Inquiry<br>Question(s)   |
|-------------------------------|----------------------------------|---|---|---|
| 1.0 Natural                   | 1.7 Vegetation in                | By the end of the sub-strand,   | The teacher trainee:  | 1. How can you  |
| and the Built<br>Environments | Kenya and Eastern Africa (5 Hrs) | the teacher trainee should be able to; a) discuss factors that influence distribution of vegetation in Kenya and Eastern Africa, b) use digital devices to locate vegetation zones in Kenya and Eastern Africa, c) describe the characteristics of the main | <ul> <li>Brainstorm on factors that influence the distribution of vegetation in Eastern Africa</li> <li>Use appropriate media to locate vegetation zones in Kenya and Eastern Africa</li> <li>Draw a map of Kenya and Eastern Africa to show different vegetation zones</li> <li>Use digital devices to establish characteristics of the main vegetation zones in Eastern Africa</li> </ul> | use digital devices to enhance the learning of vegetation in Kenya and Eastern Africa?  2. What Key Inquiry Questions would you use |

| Strand Sub- | Strand Specific 1   | Learning Outcomes Su                     | uggested Learning Experiences  | Suggested Key<br>Inquiry<br>Question(s)  |
|-------------|---|--|--|--|
|             | Easter d) develor questi lessor copin clima enviro e) plan t vegeta locali f) appre | ciate the importance getation in Eastern | Practise writing Key Inquiry Questions for a micro lesson on characteristics of the main vegetation zones in Eastern Africa Create a poster on the importance of conserving vegetation and display in strategic places Participate in conservation of the vegetation within the locality Undertake a project to develop a tree nursery within the learning institution | to facilitate learning of characteristics of the main vegetation zones in Eastern Africa 3. How can the community be involved in th conservation of vegetation |

Communication and Collaboration: as teacher trainee brainstorm on factors that influence the distribution of vegetation in Eastern Africa

Values:

Unity: as teacher trainees undertake a project to develop a tree nursery within the learning institution

| <b>Level Indicator</b>   |  | ing Expectations Meeti   |        | pectations   | Approaching<br>Expectations  | Below<br>Expectations  |  |
|--|--|--|--------|--|--|--|--|
| Ability to discuss factors that influence distribution of vegetation in Kenya Eastern Africa | comprehensi<br>discusses fac<br>influence dis<br>vegetation in | Correctly and comprehensively discusses factors that influence distribution of vegetation in Kenya and Eastern Africa  |        | tors that<br>ribution of<br>Kenya and<br>a   | Discusses some of<br>the factors that<br>influence<br>distribution of<br>vegetation in Kenya<br>and Eastern Africa | Has challenges<br>discussing some<br>factors that<br>influence<br>distribution of<br>vegetation in Kenya<br>and Eastern Africa   |  |
| Strand   | Sub-Strand   | Specific Le<br>Outcomes  | arning | Suggested Learning Experiences   |  | Suggested<br>Key Inquiry<br>Question(s)  |  |
| 1.0 Natural and the Built Environments   | 1.8 Historical Built Environments  (4 Hrs)                     | By the end of the substrand, the teacher trainee should be able to; a) identify the historical built environments in Kenya and Eastern Africa, b) analyse the importance of the historical built environments in Eastern Africa, |        | <ul> <li>The teacher Trainee to:</li> <li>Find out from relevant sources the historical built environment in Kenya and Eastern Africa (Museums, monuments and historical buildings)</li> <li>Brainstorm on the historical built environment in Eastern Africa and share with peers</li> <li>Create songs and poems on the importance of conserving the historic built environment</li> </ul> |  | 1. What Community Service- Learning activities can be undertaken to protect the historic built environments within the locality? |  |

|  | c) take part in conserving to historical but environmen the locality, d) apply suitable strategies to the learning conservation historical but environmen the locality promote citical and leaders competency e) appreciate the historical but environmen Kenya. | ilt ss within  le facilitate of a of the ilt ss within o zenship ip he ilt | Visit and participate in caring for a nearby historic built environment Peer assess the application of citizenship and leadership competency in conserving the historical built environments within the locality Use storytelling to model a micro-lesson on a historic built environment | 2. | How can you enhance acquisition of values through conservation of historical built environments? |
|--|--|--|---|----|--|
|--|--|--|---|----|--|

## **Core Competencies to be developed:**

- Self-Efficacy as teacher trainee use storytelling to model a micro-lesson on a historic built environment
- Citizenship and leadership Competency as teacher trainee Peer assess the application of citizenship and leadership competency in conserving the historical built environments within the locality

## Values:

• **Unity** as trainees Peer assess the application of citizenship and leadership competency in conserving the historical built environments within the locality

| Level                     | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching         | Below               |
|---------------------------|-------------------------------|------------------------------|---------------------|---------------------|
| Indicator                 |                               |                              | Expectations        | Expectations        |
| Ability to apply suitable | Correctly and                 | Applies suitable             | apply suitable      | Has challenges      |
| strategies to facilitate  | comprehensively applies       | strategies to facilitate the | strategies to       | applying suitable   |
| the learning of           | suitable strategies to        | learning of conservation     | facilitate the      | strategies to       |
| conservation of the       | facilitate the learning of    | of the historical built      | learning of         | facilitate the      |
| historical built          | conservation of the           | environments within the      | conservation of the | learning of         |
| environments within the   | historical built              | locality to promote          | historical built    | conservation of the |
| locality to promote       | environments within the       | citizenship and leadership   | environments        | historical built    |
| citizenship and           | locality to promote           | competency                   | within the locality | environments        |
| leadership competency     | citizenship and leadership    |                              | to promote          | within the locality |
|                           | competency                    |                              | citizenship and     | to promote          |
|                           |                               |                              | leadership          | citizenship and     |
|                           |                               |                              | competency          | leadership          |
|                           |                               |                              | partially           | competency          |

# 2.0: PEOPLE, POPULATION AND SOCIAL ORGANISATIONS

| Strand   | Sub-Strand                                    | <b>Specific Learning Outcomes</b>   | Suggested Learning Experiences  | Key Inquiry<br>Question(s)  |
|--|---|---|---|---|
| 2.0 People,<br>Population<br>and Social<br>Organisations<br>(43 Hrs) | 2.1 Language groups in Eastern Africa (8 Hrs) | By the end of the sub-strand, the teacher trainee should be able to:  a) identify the main language groups in Eastern Africa, b) describe the origin, migration and settlement of the main language groups in Eastern Africa, c) discuss the results of migration and settlement of the main language groups in Eastern Africa, d) apply suitable strategies to teach the importance of | <ul> <li>The teacher trainee:</li> <li>Use appropriate media to find out the main language groups in Eastern Africa (Bantu, Nilotes, Cushites, Semite)</li> <li>Use digital devices to trace the origin, migration and settlement of the main language groups in Eastern Africa</li> <li>Draw a map of Eastern Africa showing migration routes and settlements of the main language groups in Eastern Africa and display in class</li> <li>Discuss the reasons for migration</li> </ul> | Question(s)  1. How would you guide learners in describing the migration and settlement of language groups in Eastern Africa?  2. How can clubs and societies |
|  |   | unity among different language groups, e) design learning outcomes to teach how communities depend on each other to develop the competence of communication and collaboration,  | <ul> <li>of the main language groups in Eastern Africa</li> <li>Carry out library research on the results of migration and settlement of the main language groups in Eastern Africa</li> <li>Role play how people in the community depend on each other</li> </ul>  | help to foster<br>unity and<br>respect<br>among<br>diverse<br>language<br>groups  |

| f) model a micro-lesson on the importance of unity among language groups in Eastern | Discuss and write a report on how<br>clubs and societies could promote<br>Social Cohesion in a learning | 3. How is Social Cohesion               |
|---|---|---|
| Africa to promote communication and collaboration and                               | institution   | and positive<br>discipline<br>enhanced  |
| Citizenship, g) respect the various language groups in Eastern Africa.              |   | when people<br>depend on<br>each other? |

Creativity and Imagination: as teacher trainee role play how people in the community depend on each other

#### Values:

**Peace**: as teacher trainee discuss and write a report on how clubs and societies could promote Social Cohesion in a learning institution

| Level                   | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching       | Below                 |
|-------------------------|-------------------------------|------------------------------|-------------------|-----------------------|
| Indicator               |                               |                              | Expectations      | Expectations          |
|                         | Wat 1 1 1                     | D 11 11 11                   | D 11 .1           | XX7'.1 1 11           |
| Ability to describe the | With examples describes       | Describes the origin,        | Describes the     | With challenges       |
| origin, migration and   | and illustrates the origin,   | migration and settlement     | origin, migration | describes the origin, |
| settlement of the main  | migration and settlement      | of the main language         | and settlement of | migration and         |
| language groups in      | of the main language          | groups in Eastern Africa.    | the main language | settlement of the     |
| Eastern Africa.         | groups in Eastern Africa.     |                              | groups in Eastern | main language         |
|                         |                               |                              | Africa partly.    | groups in Eastern     |
|                         |                               |                              |                   | Africa.               |

| Strand               | Sub-Strand   | Specific Learning             | <b>Suggested Learning Experiences</b> | Key Inquiry         |
|----------------------|--------------|-------------------------------|---------------------------------------|---------------------|
|                      |              | Outcomes                      |                                       | Question(s)         |
| 2.0 Population       | 2.2          | By the end of the sub-strand, | The teacher trainee to:               | 1. What impact does |
| and Social           | Population   | the teacher trainee should be | Brainstorm factors influencing        | a dense population  |
| <b>Organisations</b> | distribution | able to;                      | population distribution in            | have on the         |
|                      | and          | a) analyse factors            | Eastern Africa                        | environment?        |
|                      | Population   | influencing population        | Use appropriate media to locate       | 2. How can parental |
|                      | Growth       | distribution in Eastern       | areas with high and low               | empowerment and     |
|                      |              | Africa,                       | population distribution in            | engagement assist   |
|                      | (12 Hrs)     | b) apply digital literacy     | Eastern Africa                        | in managing         |
|                      |              | skills to locate areas of     | Draw a map of Eastern Africa          | population growth   |
|                      |              | high and low population       | showing population distribution       | in Kenya?           |
|                      |              | density in Eastern Africa,    | Research and write a report on        | 3. What values can  |
|                      |              | c) describe population        | the settlement patterns in            | be developed        |
|                      |              | settlement patterns in        | Eastern Africa and share in           | when teaching the   |
|                      |              | Eastern Africa,               | class                                 | effects of          |
|                      |              | d) describe the               | Draw charts on settlement             | population growth   |
|                      |              | characteristics of            | patterns in Eastern Africa and        | in Kenya?           |
|                      |              | population in Kenya,          | display in class                      |                     |
|                      |              | e) discuss factors that       | Use appropriate media to find         |                     |
|                      |              | influence population          | out sources of population data        |                     |
|                      |              | growth in Kenya,              | in Kenya                              |                     |
|                      |              | f) explain the effects of     | Research on the characteristics       |                     |
|                      |              | population growth in          | of population in Kenya and            |                     |
|                      |              | Kenya,                        | write a report                        |                     |

| g) examine ways of       | • Find out from relevant sources        |
|--------------------------|---|
| managing population      | factors that influence population       |
| growth in Kenya,         | growth in Kenya                         |
| h) design learning       | Discuss the effects of                  |
| experiences on Effects   | of population growth in Kenya and       |
| population growth in     | share in class                          |
| Kenya to promote         | Undertake a field study to              |
| communication and        | establish the effects of                |
| collaboration            | population growth within the            |
| competency,              | locality and share findings in          |
| i) take part in managing | class                                   |
| population growth in     | Conduct library research on             |
| Kenya,                   | ways of managing population             |
| j) Appreciate the        | growth in Kenya and write a             |
| population growth in     | report                                  |
| Kenya.                   | Create communication                    |
|                          | messages on the consequences            |
|                          | of high population growth in            |
|                          | Kenya                                   |
|                          | • Create awareness in the               |
|                          | community on the relationship           |
|                          | between population growth and           |
|                          | quality of life in a country            |
|                          | 1 |

Communication and Collaboration: as teacher trainee discuss the effects of population growth in Kenya and share in class

Values:

Unity: as teacher trainees creates communication messages on the consequences of high population growth in Kenya

| Level                   | Exceeding expectations     | Meetings expectations   | Approaching expectations | Below expectations  |
|-------------------------|----------------------------|-------------------------|--------------------------|---------------------|
| Indicator               |                            |                         |                          |                     |
| Ability to discuss      | With examples and          | Discusses factors       | Discusses some of        | Has challenges      |
| factors influencing     | exhaustively discusses     | influencing population  | the factors              | discussing some of  |
| population distribution | factors influencing        | distribution in Eastern | influencing              | factors influencing |
| in Eastern Africa.      | population distribution in | Africa.                 | population               | population          |
|                         | Eastern Africa.            |                         | distribution in          | distribution in     |
|                         |                            |                         | Eastern Africa.          | Eastern Africa.     |

| Strand               | <b>Sub-Strand</b> | <b>Specific Learning Outcomes</b> | Suggested Learning Experiences  | Key Inquiry    |
|----------------------|-------------------|-----------------------------------|---------------------------------|----------------|
|                      |                   |                                   |                                 | Question(s)    |
| 2.0                  | 2.3 The           | By the end of the sub-strands,    | The teacher trainee to:         | 1. Why is the  |
| Population           | Family            | the teacher trainee should be     | Brainstorm on types of families | family         |
| and Social           |                   | able to;                          | and present the points in class | important as a |
| <b>Organisations</b> | (5 Hrs.)          | a) describe different types of    |                                 | basic social   |
|                      |                   | families in society,              |                                 | unit?          |

| b) discuss the roles and      | • Compose and sing songs on the                    |                  |
|-------------------------------|--|------------------|
| responsibilities of family    | roles and responsibilities of                      | 2. How has       |
| members,                      | family members                                     | modernity        |
| c) demonstrate ability to     | <ul> <li>Use appropriate media to</li> </ul>       | changed the      |
| nurture the value of          | illustrate roles and responsibilities              | roles and        |
| responsibility, unity and     | of family members                                  | responsibilities |
| love in the teaching of       | Role play roles and                                | of family        |
| roles of family members,      | responsibilities of family                         | members over     |
| d) explain the laws governing | members  | time?            |
| possessions and inheritance   | <ul> <li>Discuss how has modernity</li> </ul>      | 3. What parental |
| in a family,                  | changed the roles and                              | engagement       |
| e) employ digital literacy    | responsibilities of family                         | activities can   |
| skills to find out the laws   | members over time and do class                     | bring good       |
| governing. possessions and    | presentation                                       | relationships    |
| inheritance in a family,      | Engage a resource person to                        | among family     |
| f) develop good relationships | discuss laws governing family                      | members for      |
| among family members for      | possessions and inheritance                        | harmonious       |
| harmonious living.            | Use digital devices to find out                    | living?          |
|                               | laws governing family                              |                  |
|                               | possessions and inheritance                        |                  |
|                               | <ul> <li>Use a case study to learn more</li> </ul> |                  |
|                               | about family possession and                        |                  |
|                               | inheritance and write a report                     |                  |
|                               | <ul> <li>Model a lesson on good</li> </ul>         |                  |
|                               | relationships among family                         |                  |
|                               | members  |                  |

Core competences to be developed:
Pedagogy Content knowledge as teacher trainee model micro-lessons

Values:

**Unity** as teacher trainee work together in groups and pairs

| Level                    | <b>Exceeding Expectations</b> | <b>Meetings Expectations</b> | Approaching Expectations | Below<br>Expectations |
|--------------------------|-------------------------------|------------------------------|--------------------------|-----------------------|
| Indicator                |                               |                              |                          | _                     |
| Ability to examine the   | With examples examines        | Examines the laws            | Examines some of         | Has difficulties to   |
| laws governing           | the laws governing            | governing possessions        | the laws governing       | examines the laws     |
| possessions and          | possessions and               | and inheritance in a         | possessions and          | governing             |
| inheritance in a family. | inheritance in a family.      | family.                      | inheritance in a         | possessions and       |
| -                        |                               |                              | family.                  | inheritance in a      |
|                          |                               |                              | -                        | family.               |

| Strand               | Sub-Strand     | Specific Learning           | Suggested Learning Experiences    | Key Inquiry     |
|----------------------|----------------|-----------------------------|-----------------------------------|-----------------|
|                      |                | Outcomes                    |                                   | Question(s)     |
| 2.0 Population       | 2.4 The School | By the end of the sub-      | The teacher trainee to:           | 1. How can the  |
| and Social           |                | strand, the teacher trainee | Brainstorm on the role of the     | school          |
| <b>Organisations</b> | (5 Hrs)        | should be able to;          | school management and share       | management      |
|                      |                | a) discuss the role of the  | in class                          | foster positive |
|                      |                | school management,          | • Illustrate the structure of the | culture in the  |
|                      |                | b) apply suitable           | school management and share       | school?         |
|                      |                | strategies to facilitate    | with peers                        |                 |
|                      |                | learning of the             |                                   |                 |

| Strand | Sub-Strand                                 | Specific Learning<br>Outcomes  | <b>Suggested Learning Experiences</b>   | Key Inquiry<br>Question(s)   |
|--------|--|--|---|--|
|        |  | organizational structure of the school management to promote citizenship and leadership, c) examine the relationship between the school and the community, d) design a Community Service-Learning activity to promote the relationship between the school and community, e) desire to support the role of the school in the community. | <ul> <li>Discuss organizational structure of the school management and do class presentations</li> <li>Share experiences on the relationship between the school and the local community and write a report</li> <li>Use appropriate media to explore the relationship between the school and the community</li> <li>Use role play to model a micro-lesson on the role of school management</li> <li>Write suggestions on ways in which the school can positively collaborate with the community</li> <li>Undertake a CSL activity in the community to promote good relations</li> </ul> | 2. How can the school governance foster positive discipline in the school? |
| _      | ces to be developed teacher trainee undert | akes a CSL activity in the con   | nmunity to promote good relations   |  |

| Strand | Sub-Strand | Specific Learning<br>Outcomes | <b>Suggested Learning Experiences</b> | Key Inquiry<br>Question(s) |
|--------|------------|-------------------------------|---------------------------------------|----------------------------|
|        |            |                               |                                       |                            |

# Values:

Unity as teacher trainee Share experiences on the relationship between the school and the local community and write a report

| Level                  | Exceeding expectations     | Meetings expectations   | Approaching expectations | Below expectations   |
|------------------------|----------------------------|-------------------------|--------------------------|----------------------|
| Ability to discuss the | Correctly and              | Correctly discusses the | Discusses some of        | Has challenges       |
| role of the school     | exhaustively discusses the | roles of the school     | the roles of the         | discussing the roles |
| management.            | roles of the school        | management.             | school                   | of the school        |
|                        | management.                |                         | management.              | management.          |

| Strand                      | Sub-Strand        | Specific Learning<br>Outcomes | Suggested Learning Experiences   | Key Inquiry<br>Question(s) |
|-----------------------------|-------------------|-------------------------------|----------------------------------|----------------------------|
| 2.0 Population 2.5 The Clan |                   | By the end of the sub-        | The teacher trainee to:          | 1. How does the            |
| and Social                  | System, Age       | strand, the teacher           | Brainstorm on the formation of a | clan instil                |
| Organisations               | <b>Groups and</b> | trainee should be able to;    | clan                             | positive                   |
|                             | Age Sets          | a) explain the formation      | Use relevant sources to find out | discipline                 |
|                             |                   | of a clan,                    | how a clan is formed and do a    | among the                  |
|                             | (6 Hrs)           |                               | write-up                         | youth?                     |

| <ul><li>b) evaluate the functions of a clan in society,</li><li>c) describe the composition of age groups and age sets in society,</li></ul>   | <ul> <li>Discuss the functions of a clan in African traditional society and share in class</li> <li>Brainstorm on the composition of age groups and age sets and share in class</li> <li>Conduct research in the</li> </ul>  | 2. How was social justice applied among age sets and age groups in your community? |
|--|--|--|
| strategies to facilitate learning of functions of age sets and age groups to promote the value of social justice, e) discuss how the roles of age groups and age sets in society have changed over time, f) appreciate the role of age groups and age sets in society. | <ul> <li>age group and age set and write a report</li> <li>Compose songs and poems on age groups and age sets</li> <li>Use digital devices to find out how the roles of age groups and age sets in society have changed over time</li> <li>Use a resource person to model a micro-lesson on the functions of age groups and age sets in society</li> </ul> |  |

Core Competencies to be developed:
Learning to Learn: as teacher trainee compose songs and poems on age groups and age sets

Values:

**Integrity**: as teacher trainee Conduct research in the community on the functions of age group and age set and write a report

| Ability to outline functions of age groups and age sets.  Explicitly outlines functions of age groups and age sets.  Correctly outlines functions of age groups and age sets in detail. | Outlines some of the functions of age groups and age sets. | Has challenges outlining the functions of age groups and age sets. |
|---|--|--|

| Strand                                  | Sub-Strand                            | Specific Learning Outcomes  | <b>Suggested Learning Experiences</b>   | Key Inquiry Ouestion(s)   |
|---|---------------------------------------|---|---|---|
| 2.0 Population and Social Organisations | 2.6 Cultural<br>Activities<br>(6 Hrs) | Specific Learning Outcomes  By the end of the substrand, the teacher trainee should be able to;  a) assemble and label different types of cultural artefacts from the community, b) explain the importance of cultural artefacts in society, c) take part in collecting different cultural artefacts in the community, d) discuss the importance of ceremonies and festivals held in the community, e) develop learning | The teacher trainee to:  Brainstorm, in groups, on the types of cultural artefacts in the community  Involve community members to assemble and label different types of cultural artefacts  Use appropriate media to identify cultural artefacts in the community  Discuss the importance of cultural artefacts in the community and share in class  Collect, display and preserve cultural artefacts from the community  Undertake a gallery walk to observe and appreciate cultural artefacts collected | Key Inquiry Question(s)  1. Why are ceremonies and festivals important in our community?  2. How can the value of peace, respect and unity be promoted through the learning of cultural activities? |
|   |                                       | experiences on cultural activities to promote self-efficacy,  | <ul> <li>Discuss the importance of ceremonies and festivals in the community</li> </ul>   |   |

| f) | desire to promote positive cultural activities in the community. | <ul> <li>Engage a resource person to establish ceremonies and festivals held in the community and write a report</li> <li>Do library research to find out the importance of ceremonies and festivals held in the</li> </ul> |
|----|--|---|
|    |  | <ul> <li>community</li> <li>Debate on aspects of culture that ought to be preserved</li> <li>Perform cultural dances and songs</li> </ul>   |
|    |  | <ul> <li>Participate in cultural days celebrations in the community</li> <li>Use songs and dances to</li> </ul>   |
|    |  | model a micro-lesson on cultural activities in the community to promote self-efficacy   |
|    |  | Develop five learning     experiences for a micro lesson     on ceremonies and festivals  |

# **Core Competencies to be developed:**

- Communication and collaboration: as teacher trainee debate on aspects of culture that ought to be preserved
- Assessment Competency as teacher trainee Perform cultural dances and songs and peer assess

#### Values:

Unity: as teacher trainee work together in groups and pairs

• Social justice as teacher trainee develops five learning experiences for a micro lesson on ceremonies and festivals

**Suggested Formative Assessment Rubric** 

| Level                  | Exceeding              | Meeting expectations     | Approaching              | <b>Below expectations</b> |
|------------------------|------------------------|--------------------------|--------------------------|---------------------------|
| Indicator              | expectations           |                          | expectations             |                           |
| Ability to explain the | With examples          | explain the importance   | explain the importance   | With challenges           |
| importance of cultural | explain the            | of cultural artefacts in | of cultural artefacts in | explain the               |
| artefacts in society,  | importance of cultural | society,                 | society,                 | importance of cultural    |
|                        | artefacts in society,  |                          | partly.                  | artefacts in society,     |
|                        |                        |                          |                          | -                         |

# STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

| Strand        | Sub-Strand  | <b>Specific Learning Outcomes</b> | Suggested Learning               | Suggested Key |
|---------------|-------------|-----------------------------------|----------------------------------|---------------|
|               |             |                                   | Experiences                      | Inquiry       |
|               |             |                                   |                                  | Question(s)   |
| 3.0 Resources | 3.1 Nomadic | By the end of the sub-strand,     | The teacher trainee to:          | 1. How can    |
| and Economic  | Pastoralism | the teacher trainee should be     | • Use relevant media to find out | good          |
| Activities    |             | able to;                          | the factors influencing          | governance    |
|               | (5 Hrs)     | a) explain factors influencing    | nomadic pastoralism              | promote       |
| (44 RS)       |             | nomadic pastoralism               |                                  | safety and    |

|    | among the Maasai of         | • | Draw a map of Africa            |
|----|-----------------------------|---|---------------------------------|
|    | Kenya and the Fulani of     |   | showing areas where             |
|    | Nigeria,                    |   | pastoralism is practised        |
| b) | locate areas where          | • | Brainstorm on how               |
|    | pastoralism is practised in |   | pastoralism is practised        |
|    | Kenya and Nigeria,          |   | among the Maasai and the        |
| c) | describe nomadic            |   | Fulani                          |
|    | pastoralism in Kenya and    | • | Use digital devices to find out |
|    | Nigeria,                    |   | the contribution of nomadic     |
| d) | discuss the contribution of |   | pastoralism to the economies    |
|    | nomadic pastoralism to the  |   | of Kenya and Nigeria            |
|    | economies of Kenya and      | • | Carry out research on the       |
|    | Nigeria,                    |   | challenges facing nomadic       |
| e) | apply suitable methods to   |   | pastoralism in Kenya and        |
|    | facilitate learning of      |   | Nigeria and share your          |
|    | challenges facing nomadic   |   | findings in class               |

security of pastoral

2. How have the

pastoral

benefited

changes in

pastoral

farming?

• Discuss the changes taking

Kenya and Nigeria.

should be practised by

• Use a case study to model a

micro-lesson on the changes

nomadic pastoralists

place in pastoralist areas in

Research and write a report

on animal welfare issues that

communities?

communities

from the new

36

pastoralism in Kenya and

explain the changes taking

place in pastoralist areas in

write animal welfare issues

that should be practised by

Nigeria to promote

pedagogy content

Kenya and Nigeria,

nomadic pastoralists,

knowledge,

| h) appreciate nomadic                | taking place in pastoralist |  |
|--------------------------------------|-----------------------------|--|
| pastoralism as an economic activity. | areas in Kenya and Nigeria  |  |

**Learning to Learn**: as teacher trainee use a case study to model a micro-lesson on the changes taking place in pastoralist areas in Kenya and Nigeria

#### Values:

**Respect**: as teacher trainee carry out research on the challenges facing nomadic pastoralism in Kenya and Nigeria and share your findings in class

| Level                   | Exceeding           | Meeting expectations     | Approaching            | <b>Below expectations</b> |
|-------------------------|---------------------|--------------------------|------------------------|---------------------------|
| Indicator               | expectations        |                          | expectations           | _                         |
| Ability to discuss the  | With examples       | Discuss the contribution | Partially discuss the  | Hardly discusses the      |
| contribution of nomadic | discuss the         | of nomadic pastoralism   | contribution of        | contribution of           |
| pastoralism to the      | contribution of     | to the economies of      | nomadic pastoralism to | nomadic pastoralism       |
| economies of Kenya      | nomadic pastoralism | Kenya and Nigeria,       | the economies of       | to the economies of       |
| and Nigeria,            | to the economies of |                          | Kenya and Nigeria,     | Kenya and Nigeria,        |
|                         | Kenya and Nigeria,  |                          |                        |                           |
|                         |                     |                          |                        |                           |

| Strand          | Sub Strand   | <b>Specific Learning Outcomes</b> | <b>Suggested Learning Experiences</b>            | Suggested Key        |
|-----------------|--------------|-----------------------------------|--|----------------------|
| 3.0 Resources   | 3.2 Forestry | By the end of the sub-strand,     | The teacher trainee to:                          | 1. How can learning  |
| and             |              | the teacher trainee should be     | Brainstorm on the types of                       | institutions support |
| <b>Economic</b> | (3 Hrs)      | able to;                          | forests in Eastern Africa and                    | community            |
| Activities      |              | a) identify the types of forests  | share in class                                   | involvement in tree  |
|                 |              | in Eastern Africa,                | Use digital devices to locate                    | planting exercise?   |
|                 |              | b) locate the main forests in     | forests in Eastern Africa                        | 2. How can the value |
|                 |              | Eastern Africa,                   | Draw a map of Eastern                            | of responsibility    |
|                 |              | c) discuss problems facing        | Africa showing the                               | be nurtured          |
|                 |              | forests in Eastern Africa,        | distribution of forests and                      | through the          |
|                 |              | d) discuss ways in which          | display in class                                 | learning of forest   |
|                 |              | forests can solve                 | Research and write a report on                   | conservation         |
|                 |              | environmental challenges          | problems facing forests in                       |                      |
|                 |              | in the community,                 | Eastern Africa                                   |                      |
|                 |              | e) apply suitable strategies to   | Use digital devices to establish                 |                      |
|                 |              | promote community                 | ways in which forests can solve                  |                      |
|                 |              | involvement in                    | environmental challenges in                      |                      |
|                 |              | conservation of forests in        | the community                                    |                      |
|                 |              | Kenya,                            | Discuss measures to conserve                     |                      |
|                 |              | f) value forestry as an           | forests and write a report                       |                      |
|                 |              | economic activity in              | <ul> <li>Undertake a project to plant</li> </ul> |                      |
|                 |              | Kenya.                            | and care for trees within the                    |                      |
|                 |              |                                   | learning institution                             |                      |
|                 |              |                                   | Create songs and poems on the                    |                      |
|                 |              |                                   | importance of conserving                         |                      |
|                 |              |                                   | forests  |                      |

|  |  | <ul> <li>Design posters on the importance of forests and display them in strategic places within the community</li> <li>Use imaginary visit / field trip to model a micro-lesson on conservation of forests in Kenya</li> </ul> |  |
|--|--|---|--|
|--|--|---|--|

**Digital Literacy:** as teacher trainee use digital devices to establish ways in which forests can solve environmental challenges in the community

#### Values:

**Social Justice**: as teacher trainee Design posters on the importance of forests and display them in strategic places within the community

| Level                   | Exceeding              | <b>Meeting expectations</b> | Approaching              | <b>Below expectations</b> |
|-------------------------|------------------------|-----------------------------|--------------------------|---------------------------|
| Indicator               | expectations           |                             | expectations             |                           |
| Ability to locate the   | Creatively locates the | locates the main forests    | locate the main forests  | locate the main           |
| main forests in Eastern | main forests in        | in Eastern Africa,          | in Eastern Africa partly | forests in Eastern        |
| Africa,                 | Eastern Africa,        |                             |                          | Africa with assistance    |

| Strand                                      | Sub-Strand          | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key<br>Inquiry<br>Question(s)   |
|---|---------------------|---|---|---|
| 3.0 Resources<br>and Economic<br>Activities | 3.3 Fishing (4 Hrs) | By the end of the sub-strand, the teacher trainee should be able to;  a) locate the main fishing grounds in Eastern Africa, b) describe fishing methods used in Eastern Africa, c) apply suitable strategies to facilitate the learning of fish preservation methods in Eastern Africa to promote creativity and innovation competency, d) discuss the problems facing fishing in Kenya and suggest possible solutions, e) examine the importance of fishing to the economy in Eastern Africa, f) propose fishing practices that would ensure | <ul> <li>Use appropriate media to draw and locate the main fishing grounds in Eastern Africa</li> <li>Discuss and illustrate fishing methods used in Eastern Africa and share in class</li> <li>Carry out research on ways of preserving fish in Eastern Africa and write a report</li> <li>Discuss the problems facing fishing in Eastern Africa and suggest possible solutions</li> <li>Research on fishing practices that would ensure sustainable consumption of fish</li> <li>Create posters on the importance of fishing and display in strategic places</li> <li>Visit a nearby fish farm to learn about fish farming and conservation.</li> </ul> | <ol> <li>What nutritional value do we obtain from fish?</li> <li>How would you facilitate learning of fish preservation methods to promote creativity and innovation competency?</li> </ol> |

| sustainable consumption of fish, g) support the practise of fish farming as an economic activity, h) value fish farming as an economic activity in the community. |  |
|---|--|
|---|--|

• Critical thinking and Problem-solving: as teacher trainee visits a nearby fish farm to learn about fish farming and conservation.

#### Values:

Integrity: as teacher trainee visits a nearby fish farm to learn about fish farming and conservation

| Level                    | Exceeding          | Meeting expectations     | Approaching              | <b>Below expectations</b> |
|--------------------------|--------------------|--------------------------|--------------------------|---------------------------|
| Indicator                | expectations       |                          | expectations             |                           |
| Ability to discuss the   | Comprehensively    | Discusses the            | Discusses some of the    | Has challenges            |
| contributions of fishing | discusses the      | contributions of fishing | contributions of fishing | discussing some of        |
| to the economy of        | contributions of   | to the economy of        | to the economy of        | the contributions of      |
| Eastern Africa           | fishing to the     | Eastern Africa           | Eastern Africa           | fishing to the            |
|                          | economy of Eastern |                          |                          | economy of Eastern        |
|                          | Africa             |                          |                          | Africa                    |

| Strand          | <b>Sub-Strand</b> | Specific Learning Outcomes                 | Suggested Learning                              | Suggested Key |
|-----------------|-------------------|--|---|---------------|
|                 |                   |  | Experiences                                     | Inquiry       |
|                 |                   |  |   | Question(s)   |
| 3.0             | 3.4 Trade         | By the end of the sub-strand, the          | The teacher trainee to:                         | 1. Why is the |
| Resources       |                   | teacher trainee should be able to;         | Use appropriate media to                        | value of      |
| and             | (4 Hrs)           | a) examine types of trade in Eastern       | identify types of trade in                      | integrity     |
| <b>Economic</b> |                   | Africa,                                    | Eastern Africa                                  | important     |
| Activities      |                   | b) apply suitable strategies to facilitate | <ul> <li>Discuss factors influencing</li> </ul> | in trade?     |
|                 |                   | learning of factors that influence         | trade in Eastern Africa and                     |               |
|                 |                   | trade in Eastern Africa to promote         | share in class                                  | 2. How does   |
|                 |                   | the value of integrity,                    | Research on how custom duty                     | the           |
|                 |                   | c) evaluate the significance of trade in   | influence external trade in                     | production    |
|                 |                   | Eastern Africa,                            | Kenya and share your findings                   | of similar    |
|                 |                   | d) assess challenges facing trade in       | with peers                                      | goods         |
|                 |                   | Eastern Africa and suggest possible        | • Use digital devices to establish              | affect        |
|                 |                   | solutions,                                 | the significance of trade in                    | trading       |
|                 |                   | e) analyse the types of taxes paid by      | Eastern Africa                                  | activities?   |
|                 |                   | traders and their impact in society,       | Brainstorm on the challenges                    |               |
|                 |                   | f) examine the influence of custom         | facing trade in Eastern Africa                  | 3. How does   |
|                 |                   | duty on external trade,                    | and suggest possible solutions                  | trade         |
|                 |                   | g) apply suitable methods to facilitate    | • Discuss the types of taxes paid               | promote       |
|                 |                   | learning of the role of ICT in trade to    | by traders and their impact in                  | global        |
|                 |                   | promote financial literacy,                | society   | citizenship?  |
|                 |                   | h) identify business opportunities in      | Research and write a report on                  | _             |
|                 |                   | Kenya to promote sustainable               | business opportunities in                       |               |
|                 |                   | development,                               | Kenya   |               |

| Strand | Sub-Strand | Specific Learning Outcomes  | Suggested Learning<br>Experiences   | Suggested Key<br>Inquiry<br>Question(s) |
|--------|------------|---|---|---|
|        |            | <ul> <li>i) conduct a field study to establish challenges facing traders in the community,</li> <li>j) choose to participate in trade as an economic activity in the community</li> <li>k) value trade as a source of livelihood in society.</li> </ul> | <ul> <li>Use digital devices to establish the role of ICT in trade in Kenya and write a report</li> <li>Organise a visit to a nearby market to establish the challenges facing traders, make recommendations and share the findings in class</li> </ul> |   |

**Citizenship**: as teacher trainee organises a visit to a nearby market to establish the challenges facing traders, make recommendations and share the findings in class

#### Values:

**Love**: as teacher trainee organise a visit to a nearby market to establish the challenges facing traders, make recommendations and share the findings in class

|           | Level | Exceeding    | Meeting expectations | Approaching  | Below expectations |
|-----------|-------|--------------|----------------------|--------------|--------------------|
| Indicator |       | expectations |                      | expectations |                    |

| Ability to examine types | With examples    | Examines types of trade | Examines types of       | Examines types of |
|--------------------------|------------------|-------------------------|-------------------------|-------------------|
| of trade in Eastern      | examine types of | in Eastern Africa,      | trade in Eastern Africa | trade in Eastern  |
| Africa,                  | trade in Eastern |                         | with minor errors,      | Africa with major |
|                          | Africa,          |                         |                         | errors,           |

| Strand                     | Sub-Strand     | Specific Learning Outcomes  | <b>Suggested Learning Experiences</b>   | Suggested Key<br>Inquiry<br>Question(s)  |
|----------------------------|----------------|---|---|--|
| 3.0 Resources and Economic | 3.5 Industries | By the end of the sub strand,<br>the teacher trainee should be  | The teacher trainee to:  • Use digital devices to find out  | How should industries  |
| Activities                 | (4 Hrs)        | <ul> <li>able to;</li> <li>a) categorise major industries in Kenya,</li> <li>b) explain factors influencing location of industries in Kenya,</li> <li>c) examine the contribution of industries to the economy of Kenya,</li> <li>d) discuss the role of financial and insurance institutions in relation to industrial development in Kenya,</li> <li>e) assess the effects of industries on the environment in Kenya,</li> <li>f) use suitable methods to facilitate learning of solutions to problems associated with</li> </ul> | <ul> <li>See digital devices to find out major industries in Kenya (Traditional, Manufacturing, Processing, Service, Assembly, industries, Jua Kali)</li> <li>Discuss factors influencing location of industries in Kenya</li> <li>Research on the role of financial and insurance institutions in relation to industrial development in Kenya</li> <li>Brainstorm on the contribution of industries to the economy of Kenya</li> <li>Discuss the effects of industries on the environment and share in class</li> <li>Carry out research on the problems associated with industrialisation and possible</li> </ul> | mitigate against disasters in the environment?  2. How should Jua Kali Industries be promoted in Kenya |

| Strand | Sub-Strand | Specific Learning Outcomes      | Suggested Learning Experiences  | Suggested Key<br>Inquiry<br>Question(s) |
|--------|------------|---------------------------------|---------------------------------|---|
|        |            | industrialisation to promote    | solutions and present the       |   |
|        |            | critical thinking and           | findings in class               |   |
|        |            | problem solving,                | Use a case study of a nearby    |   |
|        |            | g) examine problems             | industry to explore reasons for |   |
|        |            | associated with                 | its establishment and impact    |   |
|        |            | industrialisation in Kenya,     | in society                      |   |
|        |            | h) investigate the contribution | Use a resource person to        |   |
|        |            | of Jua Kali industries to the   | discuss reasons for             |   |
|        |            | economy of Kenya,               | establishment and               |   |
|        |            | i) Recognize the contribution   | contributions of Jua Kali       |   |
|        |            | of industries to the            | industries to the economy of    |   |
|        |            | economy of Kenya.               | Kenya                           |   |

**Learning to Learn**: as teacher trainee use a case study of a nearby industry to explore reasons for its establishment and impact in society

#### Values:

**Patriotism**: as teacher trainee Carry out research on the problems associated with industrialisation and possible solutions and present the findings in class

| Level     | Exceeding    | Meeting expectations | Approaching  | <b>Below expectations</b> |
|-----------|--------------|----------------------|--------------|---------------------------|
| Indicator | expectations |                      | expectations |                           |

| Ability to Discussing    | With examples        | Discusses effects of | Discusses some effects | Has challenges     |
|--------------------------|----------------------|----------------------|------------------------|--------------------|
| effects of industries on | discusses effects of | industries on the    | of industries on the   | discussing some of |
| the environment          | industries on the    | environment          | environment            | the effects of     |
|                          | environment          |                      |                        | industries on the  |
|                          |                      |                      |                        | environment        |

| Strand  | Sub-Strand                              | Specific Learning Outcomes   | Suggested Learning<br>Experiences   | Suggested Key<br>Inquiry<br>Question(s)   |
|---|---|--|---|---|
| 3.0<br>Resources<br>and<br>Economic<br>Activities | 3.6 Transport and communication (5 Hrs) | By the end of the sub-strand, the teacher trainee should be able to;  a) describe forms of transport and communication in Kenya, b) discuss the factors that influence development of transport and communication in Kenya, c) use suitable strategies to enhance communication and collaboration in teaching challenges facing transport and communication in Kenya, d) explore how improved transport and communication has promoted socio economic development in Kenya, e) demonstrate the ability to nurture the value of | <ul> <li>The teacher trainee to:         <ul> <li>Brainstorm on the forms of transport and communication in Kenya and share in class.</li> <li>(Traditional and Modern forms of transport and Communication)</li> </ul> </li> <li>Discuss the factors that influence development of transport and communication in Kenya and do class presentation</li> <li>Discuss the challenges facing transport and communication in Kenya and write a report</li> <li>Use digital devices to find out how improved transport and communication has promoted socio economic development in Kenya</li> </ul> | 1. How should we create positive discipline towards road safety in Kenya? 2. How does improved transport and communication contribute to socio economic development of a country? 3. How do we ensure ethical use of communication systems? |

| Strand | Sub-Strand | Specific Learning Outcomes  | Suggested Learning<br>Experiences   | Suggested Key<br>Inquiry<br>Question(s) |
|--------|------------|---|---|---|
|        |            | responsibility and respect in the learning ways of enhancing road safety in Kenya, f) create posters on road safety and share with members of the community, g) appreciate the benefits of improved transport and communication in Kenya. | <ul> <li>Engage a resource person to discuss ways of enhancing road safety in Kenya</li> <li>Use role play to demonstrate ways of enhancing road safety in Kenya</li> </ul> |   |

Critical thinking and Problem-solving: as teacher trainee use role play to demonstrate ways of enhancing road safety in Kenya

### Values:

Peace: as teacher trainee engage a resource person to discuss ways of enhancing road safety in Kenya

| Level                   | Exceeding            | <b>Meeting Expectations</b> | Approaching             | <b>Below Expectations</b> |
|-------------------------|----------------------|-----------------------------|-------------------------|---------------------------|
| Indicator               | Expectations         |                             | Expectations            |                           |
| Ability to propose ways | With examples        | Proposes ways of            | Partially proposes ways | Has difficulties          |
| of improving transport  | examines and         | improving transport and     | of improving transport  | proposing ways of         |
| and communication in    | proposes ways of     | communication in            | and communication in    | improving transport       |
| Eastern Africa          | improving transport  | Eastern Africa              | Eastern Africa          | and communication         |
|                         | and communication in |                             |                         | in Eastern Africa         |
|                         | Eastern Africa       |                             |                         |                           |

| Strand Sub-Strand |              | Specific Learning<br>Outcomes | Suggested Learning Experiences       | Suggested Key<br>Inquiry<br>Question(s) |  |
|-------------------|--------------|-------------------------------|--------------------------------------|---|--|
| 3.0 Resources     | 3.7 Wildlife | By the end of the sub-        | The teacher trainee to:              | 1. Why                                  |  |
| and Economic      | and          | strand, the teacher trainee   | Brainstorm on the main tourist       | should we                               |  |
| Activities        | Tourism      | should be able to;            | attractions in Eastern Africa and    | promote                                 |  |
|                   |              | a) examine the main           | present in class                     | domestic                                |  |
|                   | (5 Hrs)      | tourist attractions in        | Draw a map of Eastern Africa and     | tourism in                              |  |
|                   |              | Eastern Africa,               | locate national parks and game       | Kenya?                                  |  |
|                   |              | b) discuss the contribution   | reserves and display                 |   |  |
|                   |              | of tourism to the             | Use digital devices to find out the  | 2. How does                             |  |
|                   |              | economies of countries        | meaning of domestic tourism and      | tourism                                 |  |
|                   |              | in Eastern Africa,            | how to promote it                    | contribute                              |  |
|                   |              | c) apply suitable strategies  | Research and write a report on ways  | to global                               |  |
|                   |              | to facilitate the learning    | of promoting domestic tourism        | citizenship                             |  |
|                   |              | of ways of promoting          | • Find out from relevant sources the |   |  |
|                   |              | domestic tourism in           | importance of tourism in Eastern     |   |  |
|                   |              | Kenya to promote              | Africa and write a report            |   |  |
|                   |              | creativity and                | Discuss the problems associated      |   |  |
|                   |              | innovation,                   | with tourism in Eastern Africa and   |   |  |
|                   |              | d) analyse the problems       | suggest possible solutions           |   |  |
|                   |              | associated with tourism       | Conduct library research on the      |   |  |
|                   |              | in Eastern Africa and         | problems facing wildlife and         |   |  |
|                   |              | suggest possible              | tourism and suggest possible         |   |  |
|                   |              | solutions,                    | solutions                            |   |  |

| e) examine problems        | Use digital devices to outline    |
|----------------------------|-----------------------------------|
| facing wildlife and        | measures of conservation of       |
| tourism in Eastern         | wildlife in Eastern Africa        |
| Africa and propose         | Brainstorm on how you would       |
| possible solutions,        | apply the core competence of      |
| f) design and undertake a  | communication and collaboration   |
| field study to a nearby    | during the field study            |
| tourist attraction site to | Research and write a report on    |
| establish the importance   | global best practices on domestic |
| of tourism,                | tourism                           |
| g) take part in            |                                   |
| conservation of wildlife   |                                   |
| in Kenya.                  |                                   |
| h) appreciate the          |                                   |
| conservation of wildlife   |                                   |
| in Kenya.                  |                                   |

Creativity and Imagination: as teacher trainee Research and write a report on global best practices on domestic tourism

#### Values:

Unity: as teacher trainee research and write a report on global best practices on domestic tourism

| Level               | <b>Exceeding expectations</b> | Meeting             | Approaching           | <b>Below expectations</b> |
|---------------------|-------------------------------|---------------------|-----------------------|---------------------------|
| Indicator           |                               | expectations        | expectations          | _                         |
| Ability to analyse  | With examples analyse the     | analyses the        | Partially analyse the | With assistance analyse   |
| the problems        | problems associated with      | problems associated | problems associated   | the problems associated   |
| associated with     | tourism in Eastern Africa     | with tourism in     | with tourism in       | with tourism in Eastern   |
| tourism in Eastern  | and suggest possible          | Eastern Africa and  | Eastern Africa and    | Africa and suggest        |
| Africa and suggest  | solutions,                    | suggest possible    | suggest possible      | possible solutions,       |
| possible solutions, |                               | solutions,          | solutions,            |                           |

STRAND 4.0: POLITICAL SYSTEMS AND GOVERNANCE

| Strand           | Sub-Strand      | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>   | Key Inquiry<br>Question(s)               |
|------------------|-----------------|--|---|--|
| 4.0 Political    | 4.1 Early forms | By the end of the sub-   | The teacher trainee to:   | 1. How were                              |
| Systems and      | of Governments  | strand, the teacher trainee  | Brainstorm on the traditional   | communities                              |
| Governance       | in Eastern      | should be able to;   | leadership in their respective  | in Eastern                               |
|                  | Africa          | a) describe the political,   | communities and share in class  | Africa                                   |
| (64 <b>Hrs</b> ) | (8 Hrs)         | social and economic organisation of the Ameru, Buganda and                   | Engage a resource person to<br>discuss political, social and<br>economic organisation among | governed in the past?  2. How can        |
|                  |                 | Nyamwezi,  | the Ameru.  | social                                   |
|                  |                 | b) design learning   | • Discuss the political, social and   | cohesion be                              |
|                  |                 | experiences to teach   | economic organisation among   | enhanced                                 |
|                  |                 | "comparison of the   | the Buganda, and share in class   | through the                              |
|                  |                 | political systems of the   | Use appropriate media to find   | teaching of                              |
|                  |                 | Ameru, Buganda and<br>Nyamwezi to promote<br>citizenship competency,         | out the political, social and economic organisation among the Nyamwezi                      | the political,<br>social and<br>economic |
|                  |                 | c) model a micro-lesson  | Research and highlight the  | organisation                             |
|                  |                 | using role play on one<br>traditional form of                                | salient features of the political systems of the Ameru, Buganda                             | of different communities?                |
|                  |                 | government to promote  | and Nyamwezi  | communities:                             |
|                  |                 | unity,   | • Compare the traditional forms of  |  |
|                  |                 | d) appreciate the early forms of governance among the traditional societies. | government among the Ameru,<br>Buganda and Nyamwezi   |  |

| Use role play the political systems of the Ameru, Buganda |
|---|
| and Nyamwezi to develop the                               |
| competency of self-efficacy                               |

Citizenship: as teacher trainee use role play the political systems of the Ameru, Buganda and Nyamwezi to develop the competency of self-efficacy

#### Values:

Love: as teacher trainee engage a resource person to discuss political, social and economic organisation among the Ameru.

| Level Indicator   | Exceeding expectations   | Meeting expectations   | Approaching expectations   | Below expectations  |
|---|--|--|--|---|
| Ability to describe<br>the political, social<br>and economic<br>organisation of the<br>Ameru, Buganda and<br>Nyamwezi | Comprehensively describes the political, social and economic organisation of the Ameru, Buganda and Nyamwezi | Describes the political, social and economic organisation of the Ameru, Buganda and Nyamwezi | Partially describes the political, social and economic organisation of the Ameru, Buganda and Nyamwezi | Hardly describes the political, social and economic organisation of the Ameru, Buganda and Nyamwezi |

| Strand        | Sub-Strand        | Specific Learning Outcomes        | <b>Suggested Learning</b>                  | Key Inquiry         |
|---------------|-------------------|-----------------------------------|--|---------------------|
|               |                   |                                   | Experiences                                | Question(s)         |
| 4.0 Political | 4.2 Establishment | By the end of the sub-strand,     | The teacher trainee to:                    | How did the         |
| Systems and   | of Colonial       | the teacher trainee should be     | Brainstorm on European                     | scramble and        |
| Governance    | rule in Africa    | able to;                          | countries that had                         | partition of Africa |
|               |                   | a) discuss the reasons for the    | interest in Africa                         | introduce Africa    |
|               | (8 Hrs)           | scramble and partition of         | <ul> <li>Assess the reasons for</li> </ul> | to global           |
|               |                   | Africa,                           | the scramble and                           | citizenship?        |
|               |                   | b) describe the process through   | partition of Africa and                    | _                   |
|               |                   | which Africa was partitioned,     | share in class                             |                     |
|               |                   | c) analyse African response to    | <ul> <li>Discuss the process</li> </ul>    |                     |
|               |                   | the establishment of colonial     | through which Africa                       |                     |
|               |                   | rule in Africa,                   | was partitioned                            |                     |
|               |                   | d) design learning experiences on | Use digital devices to                     |                     |
|               |                   | the reasons for scramble and      | find out the methods                       |                     |
|               |                   | partition of Africa to develop    | used by the Europeans to                   |                     |
|               |                   | the competency of learning to     | partition Africa                           |                     |
|               |                   | learn,                            | • Find out from relevant                   |                     |
|               |                   | e) develop learning experiences   | sources how the Nandi                      |                     |
|               |                   | in applying digital literacy to   | and the Ethiopians                         |                     |
|               |                   | teach the sub strand "scramble    | resisted the colonial rule                 |                     |
|               |                   | and partition of Africa",         | and share in class                         |                     |
|               |                   | f) appreciate Africans' response  | • Research and write a                     |                     |
|               |                   | to the establishment of           | report on how Lenana                       |                     |
|               |                   | colonial rule.                    | and Lewanika                               |                     |
|               |                   |                                   | collaborated with the                      |                     |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning<br>Experiences | Key Inquiry<br>Question(s) |
|--------|------------|----------------------------|-----------------------------------|----------------------------|
|        |            |                            | Europeans and share in class      |                            |

**Learning to learn**: as teacher trainee Research and write a report on how Lenana and Lewanika collaborated with the Europeans and share in class

#### Value

**Respect:** as teacher trainee Research and write a report on how Lenana and Lewanika collaborated with the Europeans and share in class

| Level               | <b>Exceeding expectations</b> | Meeting               | Approaching             | Below expectations    |
|---------------------|-------------------------------|-----------------------|-------------------------|-----------------------|
| Indicator           |                               | expectations          | expectations            |                       |
|                     |                               |                       |                         |                       |
| Ability to describe | With examples describes       | describes the process | Partially describes the | With assistance       |
| the process through | the process through which     | through which Africa  | process through         | describes the process |
| which Africa was    | Africa was partitioned        | was partitioned,      | which Africa was        | through which Africa  |
| partitioned         |                               |                       | partitioned             | was partitioned       |

| Strand        | Sub-Strand        | Specific Learning Outcomes        | Suggested Learning           | Key Inquiry             |
|---------------|-------------------|-----------------------------------|------------------------------|-------------------------|
| 4 0 D-1:4:1   | 42 Calassial      | Desther and afthe and atmosph     | Experiences                  | Question(s) What social |
| 4.0 Political | 4.3 Colonial      | By the end of the sub-strand,     | The teacher trainee to:      |                         |
| Systems and   | Administration in | the teacher trainee should be     | • Carry out library research | injustices did          |
| Governance    | Africa            | able to;                          | to establish the system of   | Africans                |
|               |                   | a) describe the system of         | administration used by       | experience from         |
|               | (6 Hrs)           | administration used by the        | the British in Kenya and     | the Europeans           |
|               |                   | British in Kenya and the          | the French in Senegal        | during the              |
|               |                   | French in Senegal                 | and write a report           | colonial period?        |
|               |                   | b) assess the effects of colonial | • Discuss the                | _                       |
|               |                   | rule in Africa,                   | administrative structure     |                         |
|               |                   | c) apply suitable strategies to   | of the British in Kenya      |                         |
|               |                   | facilitate learning of colonial   | and the French in            |                         |
|               |                   | administration to promote         | Senegal and share in         |                         |
|               |                   | citizenship,                      | class                        |                         |
|               |                   | d) model a micro-lesson to apply  | Use digital devices to       |                         |
|               |                   | the value of social justice in    | illustrate the               |                         |
|               |                   | teaching "colonial systems of     | administrative structure     |                         |
|               |                   | -                                 |                              |                         |
|               |                   | governance in Kenya and           | of the British in Kenya      |                         |
|               |                   | Senegal",                         | and the French in            |                         |
|               |                   | e) value self-determination and   | Senegal and share in         |                         |
|               |                   | independence from foreign         | class                        |                         |
|               |                   | rule.                             | • Brainstorm on the effects  |                         |
|               |                   |                                   | of colonial rule in Africa   |                         |
|               |                   |                                   | and present in class         |                         |

| Compose songs and        |
|--------------------------|
| poems on the effects of  |
| colonial rule in Africa  |
| Use the debate method to |
| model a micro-lesson on  |
| colonial systems of      |
| governance in Kenya and  |
| Senegal                  |

## **Core Competencies to be developed:**

• Citizenship: as teacher trainee Compose songs and poems on the effects of colonial rule in Africa

#### Values:

• Love: as teacher trainee Brainstorm on the effects of colonial rule in Africa and present in class

| Level Indicator                           | Exceeding expectations                               | Meeting expectations                   | Approaching expectations                 | Below expectations                                  |
|---|--|--|--|---|
| Ability to assess the effects of colonial | With examples assess the effects of colonial rule in | assess the effects of colonial rule in | Partially assess the effects of colonial | With support assess the effects of colonial rule in |
| rule in Africa                            | Africa   | Africa                                 | rule in Africa                           | Africa  |

| Strand        | Sub-Strand            | Specific Learning      | Suggested Learning        | Key Inquiry    |
|---------------|-----------------------|------------------------|---------------------------|----------------|
|               |                       | Outcomes               | Experiences               | Question(s)    |
| 4.0 Political | 4.4 Attainment of     | By the end of the sub- | The teacher trainee to:   | 1. How did     |
| Systems and   | Independence in Kenya | strand, the teacher    | Research and write a      | African        |
| Governance    |                       | trainee should be able | report on the             | nationalism    |
|               | (7 Hrs)               | to;                    | contributions of early    | influence the  |
|               |                       | a) discuss the         | forms of political        | struggle for   |
|               |                       | contributions of       | movements and             | independence   |
|               |                       | early political        | associations in the       | in Kenya?      |
|               |                       | movements and          | struggle for independence |                |
|               |                       | associations in the    | in Kenya                  | 2. How was the |
|               |                       | struggle for           | Deliberate on the rise of | attainment of  |
|               |                       | independence in        | African nationalism in    | independence   |
|               |                       | Kenya,                 | Kenya and write a report  | in Kenya       |
|               |                       | b) explain the rise of | Use digital devices to    | shaped by the  |
|               |                       | African nationalism    | illustrate the events     | decline of     |
|               |                       | in Kenya,              | leading to attainment of  | Europe and     |
|               |                       | c) develop assessment  | independence in Kenya     | Cold War       |
|               |                       | rubrics on             |                           | Politics?      |
|               |                       | attainment of          |                           |                |
|               |                       | independence to        |                           | 3. How the     |
|               |                       | enhance assessment     |                           | struggle for   |
|               |                       | competency,            |                           | independence   |
|               |                       | d) model a micro-      |                           | in Kenya       |
|               |                       | lesson and apply       |                           | strengthened   |
|               |                       | relevant PCIs on       |                           | patriotism     |

| Strand | Sub-Strand | Specific Learning Outcomes   | Suggested Learning<br>Experiences | Key Inquiry<br>Question(s)  |
|--------|------------|--|-----------------------------------|---|
|        |            | teaching "events leading to attainment of independence in Kenya",  e) compose songs and poems about patriotism in Keny to promote peace, unity, integrity and social justice, f) appreciate the emergence of modern nations in Africa. | a                                 | among Kenyans?  4. How were systems and societies transformed by colonialism? |

**Learning to learn**: as teacher trainee deliberate on the rise of African nationalism in Kenya and write a report

#### Values:

**Responsibility**: as teacher trainee use digital devices to illustrate the events leading to attainment of independence in Kenya class

| Augustica I of many composition respectively. |                               |                       |                      |                           |  |
|---|-------------------------------|-----------------------|----------------------|---------------------------|--|
| Level   | <b>Exceeding Expectations</b> | Meeting               | Approaching          | <b>Below Expectations</b> |  |
| Indicator                                     |                               | Expectations          | Expectations         |                           |  |
|   |                               |                       |                      |                           |  |
| Ability to outline the                        | With examples                 | Outlines the events   | Outlines some of the | Hardly outlines the       |  |
| events leading to                             | systematically outlines the   | leading to attainment | events leading to    | events leading to         |  |
| attainment of                                 | events leading to             | of independence in    | attainment of        | attainment of             |  |
| independence in                               | attainment of                 | Kenya                 | independence in      | independence in Kenya     |  |
| Kenya   | independence in Kenya         |                       | Kenya                |                           |  |

| Strand  | Sub-Strand                                   | Specific Learning<br>Outcomes  | Suggested Learning Experiences  | Key Inquiry<br>Question(s) |
|---|--|--|---|----------------------------|
| 4.0 Political                                 | 4.5 Regional                                 | By the end of the sub-   | The teacher trainee to:   | 1. To what                 |
| 4.0 Political<br>Systems<br>and<br>Governance | 4.5 Regional<br>Co-<br>operations<br>(4 Hrs) |  | <ul> <li>The teacher trainee to:         <ul> <li>Brainstorm on the formation of regional cooperation and share in class</li> <li>East African Community (EAC),</li> <li>Common Market for East and South African Countries (COMESA)</li> <li>-Inter Governmental Authority in Development (IGAD)</li> </ul> </li> <li>Discuss the functions of EAC and present in class using posters</li> <li>Carry out research on the functions of the East African Legislative Assembly and write a report</li> <li>Find out from relevant sources details on the formation of IGAD</li> </ul> |                            |
|   |  | nurture the value of peace, unity and social justice in the teaching of regional cooperations. | <ul> <li>Use digital devices to establish the functions of IGAD and share in class</li> <li>Discuss the challenges experienced by selected regional cooperations and suggest possible solutions</li> <li>Debate on the achievements of selected regional cooperations</li> </ul>  |                            |

| Strand | <b>Sub-Strand</b> | Specific Learning | Suggested Learning Experiences         | Key Inquiry |
|--------|-------------------|-------------------|--|-------------|
|        |                   | Outcomes          |  | Question(s) |
|        |                   |                   | Sing the East African Anthem           |             |
|        |                   |                   | Discuss roles of Regional              |             |
|        |                   |                   | Organizations in identifying solutions |             |
|        |                   |                   | to global challenges                   |             |
|        |                   |                   |  |             |

Communication and collaboration: as teacher trainee discuss roles of Regional Organizations in identifying solutions to global challenges

#### Values:

Respect: as teacher trainee Find out from relevant sources details on the formation of IGAD

| Level Indicator    | <b>Exceeding expectations</b> | Meeting           | Approaching expectations | Below expectations       |
|--------------------|-------------------------------|-------------------|--------------------------|--------------------------|
| Indicator          |                               | expectations      | expectations             |                          |
| Ability to analyse | With examples analyses        | Analyses the      | Analyses some of the     | With assistance analyses |
| the challenges     | the challenges                | challenges        | challenges               | some of the challenges   |
| experienced by     | experienced by selected       | experienced by    | experienced by           | experienced by selected  |
| selected regional  | regional cooperations         | selected regional | selected regional        | regional cooperations    |
| cooperations       |                               | cooperations      | cooperations             |                          |

| Strand  | <b>Sub-Strand</b>       | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry   |
|---|-------------------------|---|---|---|
| 4.0 Political<br>Systems<br>and<br>Governance | 4.6 Citizenship (4 Hrs) | By the end of the sub-strand, the teacher trainee should be able to; a) state ways of becoming a Kenyan citizen, b) examine circumstances under which a Kenyan may lose citizenship, c) discuss the requirements for dual citizenship in Kenya, d) demonstrate the roles and responsibilities of a Kenyan citizen, e) create poems, stories, plays and patriotic songs to facilitate development of citizenship competency, f) develop community service-learning activities that promote responsible citizenship, g) develop values of care and respect for self, others and the environment as a responsible citizen, | <ul> <li>Suggested Learning Experiences</li> <li>The teacher trainee to:         <ul> <li>Brainstorm on who is a Kenyan citizen</li> <li>Use digital devices to find out ways of becoming a Kenyan citizen and share in class</li> <li>Discuss ways in which one may lose Kenyan citizenship and write a report</li> <li>Research on the requirements for dual citizenship in Kenya and share with peers</li> <li>Share personal experiences on being a good Kenyan citizen</li> <li>Discuss the roles and responsibilities of a Kenyan citizen.</li> <li>Use digital content to identify articles in the Constitution on citizenship in Kenya</li> </ul> </li> </ul> | Key Inquiry Question(s) What analytical thinking skills should one develop to become a responsible citizen? |
|   |                         | h) appreciate community service learning in promoting responsible citizenship.  |   |   |

| Strand       | Sub-Strand           | Specific Learning Outcomes                | <b>Suggested Learning Experiences</b> | Key Inquiry Question(s) |
|--------------|----------------------|---|---------------------------------------|-------------------------|
| Core Com     | petencies to be dev  | reloped:                                  |                                       |                         |
| Self-efficad | y as teacher trained | apply suitable strategies to the learning | g of electoral process                |                         |
| Values:      |                      |   |                                       |                         |
| Respect: as  | teacher trainee Sha  | re personal experiences on being a goo    | d Kenyan citizen                      |                         |

| Level Indicator        | Exceeding expectations     | Meeting expectations  | Approaching expectations | Below expectations    |
|------------------------|----------------------------|-----------------------|--------------------------|-----------------------|
| Ability to discuss the | Exhaustively discusses the | Discusses the         | Discusses the            | Hardly discusses the  |
| requirements for       | requirements for dual      | requirements for dual | requirements for dual    | requirements for dual |
| dual citizenship in    | citizenship in Kenya       | citizenship in Kenya  | citizenship in Kenya     | citizenship in Kenya  |
| Kenya                  |                            |                       | partly                   | _                     |

| Strand        | Sub-Strand    | Specific Learning Outcomes           | Suggested Learning Experiences      | Key Inquiry  |
|---------------|---------------|--------------------------------------|-------------------------------------|--------------|
|               |               |                                      |                                     | Question(s)  |
| 4.0 Political | 4.7 Democracy | By the end of the sub-strand,        | The teacher trainee to:             | How does     |
| Systems and   |               | the teacher trainee should be        | Brainstorm on different types of    | democracy    |
| Governance    | (3 Hrs)       | able to;                             | democracy and share with peers      | promote good |
|               |               | a) explain different types of        | Use digital devices to find out the | governance?  |
|               |               | democracy in society,                | role of citizens in a democracy     |              |
|               |               | b) discuss the role of citizens in a | • Research on the benefits of       |              |
|               |               | democracy,                           | democracy in society and share      |              |
|               |               | c) examine the benefits of           | findings in class                   |              |
|               |               | democracy in society,                | Identify the democratic processes   |              |
|               |               | d) apply suitable strategies to      | in the learning institution and     |              |
|               |               | facilitate learning of benefits      | discuss how they can be             |              |
|               |               | of democracy in society to           | improved.                           |              |
|               |               | promote good governance,             | Develop procedures that can be      |              |
|               |               | e) create communication              | used to guide election of           |              |
|               |               | messages on democratic               | Children's Government in            |              |
|               |               | processes in society,                | schools                             |              |
|               |               | f) model a micro lesson to           | Share experiences on democratic     |              |
|               |               | facilitate the learning of           | processes in Kenya and the          |              |
|               |               | "democracy" and show how it          | world.                              |              |
|               |               | promotes good governance,            | • use role play to facilitate the   |              |
|               |               | g) take part in democratic           | learning of democracy and show      |              |
|               |               | processes in society.                | how it promotes good governance     |              |
|               |               | h) value democratic processes in     | Use digital devices to develop      |              |
|               |               | society.                             | communication messages on           |              |

|  | democratic processes in society   |  |  |  |
|--|---|--|--|--|
|  | and share with peers  |  |  |  |
|  | Organise a micro lesson   |  |  |  |
|  | "democracy" and show how it   |  |  |  |
|  | promotes good governance  |  |  |  |
| <b>Core Competencies to be develop</b>     | ped:  |  |  |  |
| <b>Self-efficacy</b> as teacher trainee Or | ganise a micro lesson "democracy" and show how it promotes good governance      |  |  |  |
| Values:                                    |   |  |  |  |
| <b>Patriotism:</b> as teacher trainee use  | role play to facilitate the learning of democracy and show how it promotes good |  |  |  |
| governance                                 |   |  |  |  |

| Level                  | <b>Exceeding expectations</b> | Meeting                  | Approaching              | Below expectations       |
|------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| Indicator              |                               | expectations             | expectations             |                          |
|                        |                               |                          |                          |                          |
| Ability to apply       | Exhaustively applies          | Applies suitable         | apply suitable           | With assistance applies  |
| suitable strategies to | suitable strategies to        | strategies to facilitate | strategies to facilitate | suitable strategies to   |
| facilitate learning of | facilitate learning of        | learning of benefits     | learning of benefits of  | facilitate learning of   |
| benefits of            | benefits of democracy in      | of democracy in          | democracy in society     | benefits of democracy in |
| democracy in society   | society to promote good       | society to promote       | to promote good          | society to promote good  |
| to promote good        | governance                    | good governance          | governance partially     | governance               |
| governance             |                               |                          |                          |                          |

| Strand        | Sub-Strand       | Specific Learning       | Suggested Learning                              | Key Inquiry     |
|---------------|------------------|-------------------------|---|-----------------|
|               |                  | Outcomes                | Experiences                                     | Question(s)     |
| 4.0 Political | 4.8 Human Rights | By the end of the sub-  | The teacher trainee to:                         | 1. How does the |
| Systems and   |                  | strand, the teacher     | <ul> <li>Use appropriate media to</li> </ul>    | learning of     |
| Governance    | (3 Hrs)          | trainee should be able  | identify and categorise                         | human rights    |
|               |                  | to;                     | human rights                                    | bring about     |
|               |                  | a) categorise human     | (political, social and                          | positive        |
|               |                  | rights in Kenya,        | economic)                                       | discipline and  |
|               |                  | b) discuss factors that | <ul> <li>Develop charts to show the</li> </ul>  | social          |
|               |                  | influence abuse of      | categories of human rights                      | cohesion in     |
|               |                  | human rights in         | and display                                     | society?        |
|               |                  | society,                | • Engage a resource person to                   | 2. How can the  |
|               |                  | c) examine forms of     | discuss factors that influence                  | teaching of     |
|               |                  | harmful cultural        | abuse of human rights in                        | human rights    |
|               |                  | practices in society,   | society   | contribute to   |
|               |                  | d) demonstrate the      | <ul> <li>Research and make a</li> </ul>         | eradication of  |
|               |                  | ability to nurture the  | presentation on harmful                         | Female          |
|               |                  | value of respect,       | cultural practices in society                   | Genital         |
|               |                  | love and social         | <ul> <li>Suggest possible ways of</li> </ul>    | Mutilation?     |
|               |                  | justice in teaching     | eradicating harmful cultural                    |                 |
|               |                  | Human Rights,           | practices in society                            |                 |
|               |                  | e) model a lesson on    | • Share experiences on abuse                    |                 |
|               |                  | forms of harmful        | of human rights                                 |                 |
|               |                  | cultural practices to   | <ul> <li>Develop clubs and societies</li> </ul> |                 |
|               |                  | promote the values      | to champion issues of human                     |                 |
|               |                  |                         | rights and responsibilities                     |                 |

|  | of respect, love and social justice,  f) develop commitment to protect and defend human rights for all in society.  g) Value and uphold human rights in the community. | <ul> <li>Sensitize peers on the benefits of respecting human rights in society</li> <li>Organise a model a lesson on forms of harmful cultural practices to promote the values of respect, love and social justice</li> </ul> |  |
|--|--|---|--|
|--|--|---|--|

#### **Core Competencies to be developed:**

• Assessment as teacher trainee organise a model a lesson on forms of harmful cultural practices to promote the values of respect, love and social justice

#### Values:

• **Integrity** as teacher trainee organise a model a lesson on forms of harmful cultural practices to promote the values of respect, love and social justice

| Level                  | <b>Exceeding Expectations</b> | Meeting                | Approaching              | <b>Below Expectations</b> |
|------------------------|-------------------------------|------------------------|--------------------------|---------------------------|
| Indicator              | Exceeding Expectations        | Expectations           | Expectations             | Delow Expectations        |
| Ability to model a     | Exhaustively model a          | Applies model a        | model a lesson on        | With assistance model a   |
| lesson on forms of     | lesson on forms of            | lesson on forms of     | forms of harmful         | lesson on forms of        |
| harmful cultural       | harmful cultural practices    | harmful cultural       | cultural practices to    | harmful cultural          |
| practices to promote   | to promote the values of      | practices to promote   | promote the values of    | practices to promote the  |
| the values of respect, | respect, love and social      | the values of respect, | respect, love and        | values of respect, love   |
| love and social        | justice                       | love and social        | social justice partially | and social justice        |
| justice                |                               | justice                |                          |                           |

| Strand        | Sub-Strand     | Specific Learning Outcomes           | Suggested Learning<br>Experiences          | Key Inquiry<br>Question(s) |
|---------------|----------------|--------------------------------------|--|----------------------------|
| 4.0 Political | 4.9 Law, Peace | By the end of the sub-strand, the    | The teacher trainee to:                    | 1. How can the             |
| Systems and   | and Conflict   | teacher trainee should be able to;   | <ul> <li>Use digital devices to</li> </ul> | competency of              |
| Governance    | Resolution     | a) identify sources of Kenyan laws,  | identify sources of                        | communication              |
|               |                | b) discuss the importance of law     | Kenyan law                                 | and                        |
|               | (6 Hrs)        | and order in society,                | Research on the                            | collaboration              |
|               |                | c) create peace messages for display | importance of the rule                     | be promoted                |
|               |                | in peace corners in the institution  | of law in society and                      | through the                |
|               |                | and in the community,                | report in class                            | learning of                |
|               |                | d) explain causes of conflicts in    | <ul> <li>Discuss factors which</li> </ul>  | law, peace and             |
|               |                | society,                             | promote peace in a                         | conflict                   |
|               |                | e) discuss conflict resolution       | community and share                        | resolution                 |
|               |                | mechanisms in society,               | experiences                                | 2. What role can           |
|               |                | f) explain ways of promoting safety  | Use digital devices to                     | guidance and               |
|               |                | and security in society,             | create peace messages                      | counselling                |
|               |                | g) assess risks in school and make   | and display them in                        | play in                    |
|               |                | proposals on how to improve          | peace corners in the                       | bringing peace             |
|               |                | safety in schools,                   | institution and in the                     | and resolving              |
|               |                | h) model a micro-lesson on safety    | community                                  | conflicts?                 |
|               |                | and security in school using the     | <ul> <li>Discuss causes of</li> </ul>      | 3. How can the             |
|               |                | project method,                      | conflicts in the society                   | learning of                |
|               |                | i) apply a suitable strategy to      | • Share experiences on                     | child rights and           |
|               |                | facilitate the learning of law,      | conflicts in society                       | responsibilities           |
|               |                | peace and conflict resolution to     |  | reduce child               |
|               |                | promote the competency of            |  | risks in                   |

| Strand Sub-Strand |  | Specific Learning Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question(s) |
|-------------------|--|--|--|----------------------------|
|                   |  | communication and collaboration, j) demonstrate ethical and social responsibility in promoting peace, safety and security in society for harmonious living, k) value conflict resolution in the society. | <ul> <li>Brainstorm on ways of resolving conflicts in society</li> <li>Find out conflict resolution mechanisms in the community and write a report</li> <li>Role play conflict resolution in society</li> <li>Brainstorm on ways that can bring social justice, good governance, positive discipline and solve gender issues in learning institutions</li> </ul> | learning institutions?     |

## **Core Competencies to be developed:**

• Creativity and innovation: as teacher trainee find out conflict resolution mechanisms in the community and write a report

#### Values:

• Peace: as teacher trainee role play conflict resolution in society

| Level     | <b>Exceeding Expectations</b> | Meeting      | Approaching  | <b>Below Expectations</b> |
|-----------|-------------------------------|--------------|--------------|---------------------------|
| Indicator |                               | Expectations | Expectations |                           |

| Ability to explain     | With examples explain  | explains causes of   | explain causes of      | explain causes of      |
|------------------------|------------------------|----------------------|------------------------|------------------------|
| causes of conflicts in | causes of conflicts in | conflicts in society | conflicts in society   | conflicts in society   |
| society                | society                |                      | omitting minor details | omitting major details |

| Strand        | <b>Sub-Strand</b>      | Specific Learning Outcomes             | Suggested Learning             | <b>Key Inquiry</b> |
|---------------|------------------------|--|--------------------------------|--------------------|
|               |                        |  | Experiences                    | Question(s)        |
| 4.0 Political | 4.10 The               | By the end of the sub-strand, the      | The teacher trainee to:        | 1. What role       |
| Systems and   | <b>Constitution of</b> | teacher trainee should be able to;     | • Find out from relevant       | does the           |
| Governance    | Kenya                  | a) summarise the Constitutional        | sources the                    | Constitution of    |
|               |                        | amendments in Kenya from 1963          | Constitutional                 | Kenya play in      |
|               | (4 Hrs)                | to 2010,                               | amendments in Kenya            | bringing about     |
|               |                        | b) outline the overview of the         | from 1963 to 2010              | social             |
|               |                        | Constitution of Kenya 2010,            | and report in class            | cohesion,          |
|               |                        | c) discuss the importance of the       | <ul> <li>Search for</li> </ul> | good               |
|               |                        | Constitution of Kenya,                 | information on the             | governance         |
|               |                        | d) Use suitable methods to facilitate  | overview of the                | and global         |
|               |                        | learning of the Constitution of        | Constitution of Kenya          | citizenship?       |
|               |                        | Kenya to promote the competency        | 2010 using digital             |                    |
|               |                        | of learning to learn,                  | devices and a make             | 2. What learning   |
|               |                        | e) model a lesson on the Constitution  | summary                        | experiences        |
|               |                        | of Kenya to promote the                | Brainstorm on the              | would you          |
|               |                        | competency of learning to learn,       | importance of the              | design to          |
|               |                        | f) create posters with messages on the | Constitution of Kenya          | facilitate         |
|               |                        | chapters of the Constitution to        | and share in class             | learning of the    |
|               |                        | promote citizenship competency,        | Use digital devices to         | Constitution of    |
|               |                        | g) participate in civic education      | source for information         | Kenya?             |
|               |                        | forums within the community,           | on the chapters of the         |                    |
|               |                        | h) uphold and respect the Constitution | Constitution                   |                    |
|               |                        | of Kenya for peaceful living,          |                                |                    |

| iì | ) acknowledge the Constitution of | Organise to visit the                 |
|----|-----------------------------------|---------------------------------------|
|    | Kenya for peaceful living.        | community and                         |
|    |                                   | identify civic                        |
|    |                                   | education forums                      |
|    |                                   | within the community                  |
|    |                                   | and offer support                     |
|    |                                   | <ul> <li>Engage a resource</li> </ul> |
|    |                                   | person to model a                     |
|    |                                   | micro-lesson on the                   |
|    |                                   | constitutional                        |
|    |                                   | amendments in Kenya                   |
|    |                                   | since 1963                            |
|    |                                   |                                       |

• Critical thinking and problem solving: as teacher trainee Engage a resource person to model a micro-lesson on the constitutional amendments in Kenya since 1963

#### Values:

• **Patriotism** as teacher trainee engage a resource person to model a micro-lesson on the constitutional amendments in Kenya since 1963

| buggested I'v | oi illative . | Assessment Rubite             |              |              |                           |
|---------------|---------------|-------------------------------|--------------|--------------|---------------------------|
|               | Level         | <b>Exceeding Expectations</b> | Meeting      | Approaching  | <b>Below Expectations</b> |
| Indicator     |               |                               | Expectations | Expectations | ļ                         |
|               |               |                               |              |              |                           |

| Ability to discuss the | Comprehensively          | Discusses the     | Discusses some of the | Has challenges        |
|------------------------|--------------------------|-------------------|-----------------------|-----------------------|
| importance of the      | discusses the importance | importance of the | importance of the     | discussing the        |
| Constitution of        | of the Constitution of   | Constitution of   | Constitution of Kenya | importance of the     |
| Kenya                  | Kenya                    | Kenya             |                       | Constitution of Kenya |

| Strand        | <b>Sub-Strand</b> | <b>Specific Learning Outcomes</b> | Suggested Learning                           | Key Inquiry   |
|---------------|-------------------|-----------------------------------|--|---------------|
|               |                   |                                   | Experiences                                  | Question(s)   |
| 4.0 Political | 4.11 Electoral    | By the end of the sub-            | The teacher trainee to:                      | 1. How can    |
| Systems and   | process in Kenya  | strand, the teacher trainee       | Use digital devices to                       | elections     |
| Governance    |                   | should be able to;                | establish the composition of                 | promote good  |
|               | (4 Hrs)           | a) explain the role of the        | the IEBC                                     | among         |
|               |                   | independent electoral and         | <ul> <li>Discuss the functions of</li> </ul> | governance in |
|               |                   | boundaries commission             | IEBC and share the points in                 | Children's    |
|               |                   | (IEBC) in the                     | class  | government?   |
|               |                   | management of elections           | Use appropriate media to                     |               |
|               |                   | in Kenya,                         | identify the types of                        | 2. How are    |
|               |                   | b) describe the electoral         | elections in Kenya                           | national      |
|               |                   | process in Kenya,                 | • Engage a resource person to                | elections     |
|               |                   | c) Develop a poster on the        | discuss the electoral process                | conducted in  |
|               |                   | voting process in Kenya,          | in Kenya                                     | Kenya?        |
|               |                   | d) apply suitable strategies to   | Role play the voting process                 |               |
|               |                   | the learning of electoral         | in Kenya, following the laid                 |               |
|               |                   | process to promote self-          | down procedures, clearly                     |               |
|               |                   | efficacy,                         | indicating candidates, voters                |               |
|               |                   | e) take part in elections in      | and electoral officials                      |               |
|               |                   | Kenya,                            |  |               |
|               |                   | f) appreciate the electoral       |  |               |
|               |                   | process in Kenya.                 |  |               |

Core Competencies to be developed:

• Critical thinking and problem solving: as teacher trainee discuss the functions of IEBC and share the points in class

## Values:

• Respect: as teacher trainee engage a resource person to discuss the electoral process in Kenya

| Level<br>Indicator                                       | Exceeding expectations                                  | Meeting expectations                     | Approaching expectations                           | Below expectations                              |
|--|---|--|--|---|
| Ability to describe<br>the electoral process<br>in Kenya | Systematically describes the electoral process in Kenya | Describes the electoral process in Kenya | Describes some aspects of the electoral process in | Hardly describes the electoral process in Kenya |
|  |   |  | Kenya.   |   |

| Strand                                     | Sub-Strand   | Specific Learning<br>Outcomes   | Suggested Learning<br>Experiences   | Key Inquiry<br>Question(s)   |
|--|--|---|---|--|
| 4.0 Political<br>Systems and<br>Governance | 4.12 Composition and functions of the National Government in Kenya (5 Hrs) | By the end of the sub-strand, the teacher trainee should be able to; a) describe the composition of the three arms of the national government, b) analyse the functions of the three arms of the national government, c) apply suitable strategies to teach functions of national government in Kenya to promote good governance in society, d) model a lesson on good governance | <ul> <li>The teacher trainee to:         <ul> <li>Use appropriate media to identify the three arms of the National Government</li> <li>Draw and display the structure of the National Government of Kenya</li> <li>Discuss the composition and functions of the Legislature in Kenya</li> <li>Brainstorm on the composition structure and functions of the Executive in Kenya</li> <li>Use digital devices to find out the composition and functions of the Judiciary</li> <li>Use digital devices to research on the relationship among the three arms of the National Government</li> </ul> </li> </ul> | 1. How does good governance influence the socioeconomic status of a country? 2. What values are depicted in the relationship between the three arms of government? |

| to promote good     | <ul> <li>Use a case study to</li> </ul> |
|---------------------|---|
| governance in       | discuss the relationship                |
| society             | between the three arms of               |
| e) use relevant     | government to nurture                   |
| methods in          | the value of integrity,                 |
| teaching the        | responsibility and                      |
| relationship        | patriotism                              |
| between the three   | T                                       |
| arms of             |   |
| government to       |   |
| nurture the value   |   |
| of integrity,       |   |
| responsibility and  |   |
| patriotism          |   |
|                     |   |
| f) value the roles  |   |
| played by the three |   |
| arms of             |   |
| government in       |   |
| Kenya.              |   |

**Critical thinking and problem solving:** as teacher trainee Use a case study to discuss the relationship between the three arms of government to nurture the value of integrity, responsibility and patriotism

#### Values:

**Patriotism:** as teacher trainee use a case study to discuss the relationship between the three arms of government to nurture the value of integrity, responsibility and patriotism

| Level Indicator   | Exceeding expectations  | Meeting expectations   | Approaching expectations   | Below expectations   |
|---|---|--|--|--|
| Ability to analyse<br>the functions of the<br>three arms of the<br>national government, | Systematically analyses the functions of the three arms of the national government, | Analyses the functions of the three arms of the national government, | analyse the functions<br>of the three arms of<br>the national<br>government partly | With assistance analyses<br>the functions of the three<br>arms of the national<br>government |

| Strand        | Sub-Strand               | Specific Learning<br>Outcomes                                   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question(s)            |
|---------------|--------------------------|---|--|---------------------------------------|
| 4.0 Political | 4.13                     | By the end of the sub-  | The teacher trainee to:  | 1. What is the                        |
| Systems and   | <b>Composition and</b>   | strand, the teacher trainee                                     | • Discuss the objectives   | importance of                         |
| Governance    | functions of the         | should be able to;  | and principles of  | devolution in                         |
|               | <b>County Government</b> | a) discuss the objectives and                                   | devolution in Kenya and  | Kenya?                                |
|               | in Kenya                 | principles of devolution  | make a presentation in   | 2. How do                             |
|               |                          | in Kenya,   | class  | County                                |
|               | (4 Hrs)                  | b) describe the composition of County Government in Kenya,      | Use appropriate media to research on the composition of county           | Governments<br>manage<br>contemporary |
|               |                          | c) discuss the functions of                                     | government in Kenya  | issues                                |
|               |                          | County Government in  | and write a report   | affecting the                         |
|               |                          | Kenya,  | Discuss the functions of   | community?                            |
|               |                          | d) apply relevant strategies                                    | county government in   |                                       |
|               |                          | to teach the County   | Kenya and make class   |                                       |
|               |                          | Government in Kenya to  | presentations  |                                       |
|               |                          | enhance critical thinking<br>and problem-solving<br>competency, | Design a poster showing<br>the structure of the<br>county government and |                                       |
|               |                          | e) develop learning   | display in class   |                                       |
|               |                          | resources that can be   | Use digital devices to   |                                       |
|               |                          | used to teach   | establish the composition  |                                       |
|               |                          | contemporary issues in  | and functions of the   |                                       |
|               |                          | society,  | county assembly  |                                       |

| f) appreciate the role of<br>County Government in | • | Brainstorm on the composition and  |  |
|---|---|--|--|
| Kenya.  | • | functions of the county executive committee Role play the county assembly in session |  |

## **Core Competencies to be developed:**

**Assessment:** as teacher trainee peer assess in designing a poster showing the structure of the county government and display in class

Values:

**Responsibility:** as teacher trainee use digital devices to establish the composition and functions of the county assembly

| Level<br>Indicator  | Exceeding expectations    | Meeting expectations | Approaching expectations | Below expectations     |
|---------------------|---------------------------|----------------------|--------------------------|------------------------|
| Ability to describe | With examples describe    | Describes the        | Describes the            | With support describes |
| the composition of  | the composition of County | composition of       | composition of           | the composition of     |
| County Government   | Government in Kenya       | County Government    | County Government        | County Government in   |
| in Kenya            |                           | in Kenya             | in Kenya partially       | Kenya                  |

| Strand | Sub-Strand | Specific Learning Outcomes | <b>Suggested Learning</b> | Key Inquiry |
|--------|------------|----------------------------|---------------------------|-------------|
|        |            |                            | Experiences               | Question(s) |

| 4.0 Political | 4.14 Government | By the end of the sub-strand, the   | The teacher trainee to:                | 1. | How would       |
|---------------|-----------------|-------------------------------------|--|----|-----------------|
| Systems and   | revenue and     | teacher trainee should be able to;  | <ul> <li>Discuss sources of</li> </ul> |    | you use the     |
| Governance    | expenditure in  | a) outline sources of revenue for   | county government                      |    | learning of     |
|               | Kenya           | the national and county             | revenue and                            |    | government      |
|               |                 | governments in Kenya,               | expenditure                            |    | revenue and     |
|               | (4 Hrs.)        | b) evaluate how the National and    | • Discuss sources of                   |    | expenditure to  |
|               |                 | County Governments spend            | national government                    |    | promote the     |
|               |                 | their revenue,                      | revenue and how it                     |    | value of        |
|               |                 | c) analyse the importance of        | is spent                               |    | integrity?      |
|               |                 | paying taxes to the government,     | • Engage a resource                    | 2. | How is the      |
|               |                 | d) apply suitable strategies to     | person to discuss                      |    | community       |
|               |                 | facilitate learning of government   | sources of                             |    | involved in the |
|               |                 | revenue and expenditure to          | government revenue                     |    | management      |
|               |                 | promote citizenship                 | Use digital devices                    |    | of government   |
|               |                 | competency,                         | to find out how                        |    | revenue?        |
|               |                 | e) model a micro-lesson using       | government spends                      |    |                 |
|               |                 | debate method on tax payment        | money                                  |    |                 |
|               |                 | by citizens to the government,      | Brainstorm on the                      |    |                 |
|               |                 | f) participate in county public     | importance of                          |    |                 |
|               |                 | finance management forums,          | paying taxes to the                    |    |                 |
|               |                 | g) create communication messages    | government                             |    |                 |
|               |                 | on the importance of paying         | • Find out from                        |    |                 |
|               |                 | taxes to the government,            | relevant sources the                   |    |                 |
|               |                 | h) take part in paying taxes to the | different types of                     |    |                 |
|               |                 | government,                         | taxes paid to the                      |    |                 |
|               |                 |                                     | national and county                    |    |                 |

| i) acknowledge paying taxes to the government. | governments in Kenya and share in class • Share experiences on the importance of paying taxes to the government |
|--|---|
|--|---|

**Learning to learn:** as teacher trainee brainstorm on the importance of paying taxes to the government

Values:

Responsibility: as teacher trainee use digital devices to establish the composition and functions of the county assembly

| Level<br>Indicator  | <b>Exceeding Expectations</b> | Meeting<br>Expectations | Approaching<br>Expectations | <b>Below Expectations</b> |
|---------------------|-------------------------------|-------------------------|-----------------------------|---------------------------|
| Ability to analyse  | With examples analyses        | Analyses the            | Partially analyses the      | Has difficulties          |
| the importance of   | the importance of paying      | importance of paying    | importance of paying        | analysing the importance  |
| paying taxes to the | taxes to the government       | taxes to the            | taxes to the                | of paying taxes to the    |
| government          |                               | government              | government                  | government                |

| Strand        | Sub-Strand             | Specific Learning Outcomes   | Suggested Learning<br>Experiences   | Key Inquiry<br>Question(s)  |
|---------------|------------------------|--|---|---|
| 4.0 Political | 4.15 National          | By the end of the sub-strand, the  | The teacher trainee to:   | 1. How does   |
| Systems and   | Unity in               | teacher trainee should be able to;   | <ul> <li>Discuss factors that</li> </ul>  | national unity  |
| Governance    | Conty in Kenya (2 Hrs) | <ul> <li>a) discuss factors that promote national unity in Kenya,</li> <li>b) describe the national symbols in Kenya,</li> <li>c) demonstrate ability to promote social cohesion in the teaching of national unity in Kenya</li> <li>d) participate in celebration of national holidays to show patriotism</li> <li>e) design posters on the importance of national symbols and national holidays in Kenya</li> <li>f) compose songs and poems on national holidays and symbols for</li> </ul> | <ul> <li>Discuss factors that promote national unity in Kenya and present in class</li> <li>Brainstorm on the national symbols in Kenya</li> <li>Use appropriate media to identify the national symbols in Kenya</li> <li>Discuss the importance of each national holiday in Kenya</li> <li>Compile information on importance of</li> </ul> | promote good governance in a country?  2. Why do we celebrate national holidays in Kenya? |
|               |                        | enjoyment g) develop key Inquiry Questions on national unity in Kenya h) value the importance of national unity in Kenya   | national symbols and<br>holidays from print<br>and digital sources  |   |

Core Competencies to be developed:

Learning to learn: as teacher trainee discuss the importance of each national holiday in Kenya

| Strand  | <b>Sub-Strand</b> | Specific Learning Outcomes | Suggested Learning | Key Inquiry |  |  |
|---|-------------------|----------------------------|--------------------|-------------|--|--|
|   |                   |                            | Experiences        | Question(s) |  |  |
| Values:   |                   |                            |                    |             |  |  |
| <b>Respect:</b> as teacher trainee discuss the importance of each national holiday in Kenya |                   |                            |                    |             |  |  |

| Suggested Formative Assessment Rubite |                               |                     |                        |                         |  |  |  |
|---------------------------------------|-------------------------------|---------------------|------------------------|-------------------------|--|--|--|
| Level                                 | <b>Exceeding expectations</b> | Meeting             | Approaching            | Below expectations      |  |  |  |
| Indicator                             |                               | expectations        | expectations           |                         |  |  |  |
|                                       |                               |                     |                        |                         |  |  |  |
| Ability to describe                   | With examples describe        | Describes the       | Describes the national | With support describes  |  |  |  |
| the national symbols                  | the national symbols in       | national symbols in | symbols in Kenya       | the national symbols in |  |  |  |
| in Kenya,                             | Kenya,                        | Kenya,              | partially              | Kenya                   |  |  |  |

| Strand        | Sub-Strand        | Specific Learning            | Suggested Learning                         | Key Inquiry     |
|---------------|-------------------|------------------------------|--|-----------------|
|               |                   | Outcomes                     | Experiences                                | Question(s)     |
| 4.0 Political | 4.16              | By the end of the sub-       | The teacher trainee to:                    | 1. What role do |
| Systems and   | National Security | strand, the teacher trainee  | <ul> <li>Brainstorm on the</li> </ul>      | national        |
| Governance    |                   | should be able to;           | national security organs                   | security organs |
|               | (2 Hrs)           | a) discuss the functions of  | in Kenya                                   | play in         |
|               |                   | the national security        | • Use appropriate media to                 | ensuring safety |
|               |                   | organs in Kenya,             | find out the functions of                  | and security in |
|               |                   | b) apply relevant strategies | the National Security                      | the country?    |
|               |                   | to facilitate the learning   | Organs in Kenya                            | 2. How can you  |
|               |                   | of national security to      | Discuss the functions of                   | promote the     |
|               |                   | enhance the competency       | Kenya Defence Forces                       | competency of   |
|               |                   | of communication and         | <ul> <li>Use digital devices to</li> </ul> | communication   |
|               |                   | collaboration,               | find out the functions of                  | and             |
|               |                   | c) develop communication     | the National Intelligence                  | collaboration   |
|               |                   | messages on the              | Service                                    | through the     |
|               |                   | importance of national       | • Engage a resource person                 | learning of     |
|               |                   | security organs in the       | on the functions of the                    | national        |
|               |                   | community,                   | Kenya Police Service                       | security organs |
|               |                   | d) value the importance of   | <ul> <li>Display messages on</li> </ul>    | in Kenya?       |
|               |                   | national security in         | importance of security                     | ·               |
|               |                   | Kenya.                       | organs in strategic places                 |                 |
|               |                   |                              | within the institution                     |                 |
|               |                   |                              | • Create posters on the                    |                 |
|               |                   |                              | importance of national                     |                 |
|               |                   |                              | security in Kenya                          |                 |

• **Pedagogy Content Knowledge:** as teacher trainee display messages on importance of security organs in strategic places within the institution

#### **Link to Values:**

• Integrity: as teacher trainee engage a resource person on the functions of the Kenya Police Service

| Level Indicator        | Exceeding expectations    | Meeting expectations | Approaching expectations | Below expectations        |
|------------------------|---------------------------|----------------------|--------------------------|---------------------------|
| Ability to discuss the | With examples discuss the | discusses the        | discuss the functions    | With support discuss the  |
| functions of the       | functions of the national | functions of the     | of the national          | functions of the national |
| national security      | security organs in Kenya  | national security    | security organs in       | security organs in Kenya  |
| organs in Kenya        |                           | organs in Kenya      | Kenya partly             |                           |

STRAND 5.0: PEDAGOGICAL APPROACHES IN SOCIAL STUDIES

| Strand                | Sub-Strand     | <b>Specific Learning Outcomes</b> | Suggested Learning       | Key Inquiry    |
|-----------------------|----------------|-----------------------------------|--------------------------|----------------|
|                       |                |                                   | Experiences              | Question(s)    |
| 5.0                   | 5.1 Methods of | By the end of the sub-strand,     | The teacher trainee to:  | 1. How would   |
| Pedagogical           | facilitating   | the teacher trainee should be     | Brainstorm on methods    | you            |
| Approaches in         | learning of    | able to;                          | of facilitating learning | effectively    |
| <b>Social Studies</b> | Social Studies | c) discuss the various methods    | in Social Studies.       | facilitate the |
|                       |                | of teaching Social Studies,       | (Role play, songs and    | learning of    |
| (36 Hrs.)             | (12 Hrs)       | d) apply a variety of teaching    | poems, project work,     | Social         |
|                       |                | methods in Social Studies         | field work, case study,  | Studies?       |
|                       |                | to promote acquisition of         | imaginary visits,        |                |
|                       |                | values,                           | storytelling and news    | 2. How would   |
|                       |                | e) design learning experiences    | telling, discussion,     | you cater for  |
|                       |                | for special methods in            | resource person,         | individual     |
|                       |                | Social studies to facilitate      | demonstrations,          | learning       |
|                       |                | acquisition of core               | question and answer,     | needs while    |
|                       |                | competencies,                     | debate, dramatisation,   | using a        |
|                       |                | f) use suitable strategies to     | simulation ,inquiry,     | variety of     |
|                       |                | embed digital literacy in         | problem solving)         | methods in     |
|                       |                | the learning of Social            | • Use appropriate media  | Social         |
|                       |                | Studies,                          | to identify methods of   | Studies?       |
|                       |                | g) make use of appropriate        | facilitating learning in |                |
|                       |                | learning methods to teach         | Social Studies           | 3. How does    |
|                       |                | learners with special needs,      | Research and write a     | the use        |
|                       |                |                                   | report on advantages     | media in       |
|                       |                |                                   | and disadvantages of     | Social         |

| h) model a lesson using two appropriate methods in Social Studies, i) develop relevant learning experiences on special methods in Social Studies to facilitate acquisition of core competencies, j) Develop a Social Studies lesson plan and indicate t learning outcomes, learni experiences, Key Inquiry question, core competencies, values, PC and assessment rubrics, k) appreciate the special methods used in teaching Social Studies. | Social Studies  Discuss how you can apply a variety of teaching methods in Social Studies to promote acquisition of values  Use digital content to establish appropriate methods used in Social studies to teach learners with special needs  promote digital literacy skills? |
|---|--|
|---|--|

**Pedagogy Content Knowledge:** as teacher trainee use digital content to establish appropriate methods used in Social studies to teach learners with special needs

## **Link to Values:**

**Integrity:** as teacher trainee research and write a report on advantages and disadvantages of Special methods in Social Studies

| Level                  | <b>Exceeding expectations</b> | Meeting               | Approaching           | Below expectations      |
|------------------------|-------------------------------|-----------------------|-----------------------|-------------------------|
| Indicator              |                               | expectations          | expectations          |                         |
| Ability to discuss the | Compathy and                  | Disayasas tha         | Disayasas sama of     | Has aballances in       |
| Ability to discuss the | 1                             | Discusses the         | Discusses some of     | Has challenges in       |
| importance of          | comprehensively               | importance of         | the importance of     | discussing the          |
| resources in learning  | discusses the importance      | resources in learning | resources in learning | importance of resources |
| of Social Studies      | of resources in learning of   | of Social Studies     | of Social Studies     | in learning of Social   |
|                        | Social Studies                |                       |                       | Studies                 |

| Strand         | Sub-Strand             | Specific Learning Outcomes  | Suggested Learning   | Key Inquiry  |
|----------------|------------------------|---|--|--|
|                |                        |   | Experiences  | Question(s)  |
| 5.0            | 5.2                    | By the end of the sub - strand,   | The teacher trainee to:  | 1. How would you   |
| Pedagogical    | Learning               | the teacher trainee should be   | Brainstorm on the  | promote the  |
| Approaches In  | resources for          | able to;  | importance of resources in   | competency of  |
| Social Studies | Social Studies (8 Hrs) | a) discuss the importance of resources in learning of Social Studies,   | <ul> <li>learning of Social Studies</li> <li>Research and write a report<br/>on resources that can be</li> </ul>   | creativity and innovation while developing   |
|                | (6 IIIs)               | b) examine the advantages and disadvantages of selected learning resources in Social Studies, c) develop learning resources to promote the competency of creativity and innovation, | used to facilitate learning of Social Studies (Realia, maps, diagrams and sketches, charts, boards, local environment, models, internet resources, print | learning resources in Social Studies?  2. What values would you promote in the management and care of learning |
|                |                        | d) use a variety of learning resources to facilitate learning of Social Studies, e) apply technology to enhance learner engagement in the   | <ul> <li>and electronic media)</li> <li>Discuss the factors to consider when selecting resources for Social Studies.</li> </ul>                          | resources? 3. How would you involve the community in acquiring learning  |
|                |                        | learning of Social Studies, f) improvise resources using locally available materials to facilitate learning of Social Studies.  | Debate on the advantages<br>and disadvantages of using<br>various resources to<br>facilitate learning of Social<br>Studies                               | resources?   |

| e learner engagement            | <ul> <li>Display in the gallery improvised resources and</li> </ul>  |   |
|---------------------------------|--|---|
| earning of Social               | <ul><li>conduct peer assessment</li><li>Share the improvised</li></ul>   |   |
| community rs in the acquisition | resources with primary schools around the learning   |   |
| wareness among                  | institution  |   |
| ne local environment            |  |   |
| 9                               |  |   |
|                                 |  |   |
|                                 |  |   |
|                                 | earning of Social s, e community ers in the acquisition ning resources, awareness among n the importance of the local environment arning resource in Studies, the use of resources to the achievement of g outcomes in Social s. | conduct peer assessment  Share the improvised resources with primary schools around the learning institution  and the importance of the local environment arning resource in Studies, the use of resources to the achievement of g outcomes in Social  conduct peer assessment  Share the improvised resources with primary schools around the learning institution |

Citizenship and Leadership: as teacher trainee prepare professional documents

## **Link to Values:**

Responsibility: as teacher trainee display in the gallery improvised resources and conduct peer assessment

| Level<br>Indicator     | Exceeding expectations   | Meeting expectations | Approaching expectations | Below expectations   |
|------------------------|--------------------------|----------------------|--------------------------|----------------------|
| Ability to develop     | Correctly and creatively | Develops learning    | Develops some of the     | Has difficulties in  |
| learning resources for | develops learning        | resources for Social | learning resources for   | developing learning  |
| Social Studies         | resources for Social     | Studies              | Social Studies           | resources for Social |
|                        | Studies                  |                      |                          | Studies              |

| Strand                | Sub-Strand        | Specific Learning Outcomes          | Suggested Learning<br>Experiences | Key Inquiry<br>Question(s) |
|-----------------------|-------------------|-------------------------------------|-----------------------------------|----------------------------|
| 5.0                   | 5.3 Assessment in | By the end of the sub-strand, the   | The teacher trainee               | 1. How does                |
| Pedagogical           | Social Studies    | teacher trainee should be able to;  | to:                               | assessment                 |
| Approaches in         |                   | a) discuss the purpose of           | <ul> <li>Brainstorm on</li> </ul> | influence the              |
| <b>Social Studies</b> | (5 Hrs.)          | assessment in Social Studies,       | the purpose of                    | teaching and               |
|                       |                   | b) examine the various methods      | assessment in                     | learning process?          |
|                       |                   | used to assess learners in Social   | Social Studies                    |                            |
|                       |                   | Studies,                            | and share in class                | 2. How would you           |
|                       |                   | c) design suitable assessment tools | <ul> <li>Find out from</li> </ul> | promote                    |
|                       |                   | in Social Studies to promote        | relevant sources                  | assessment                 |
|                       |                   | creativity and innovation           | different types of                | competency in              |
|                       |                   | competency,                         | assessment                        | Social Studies?            |
|                       |                   | d) apply appropriate assessment     | (Assessment for                   |                            |
|                       |                   | methods in Social Studies to        | learning,                         |                            |
|                       |                   | promote assessment                  | assessment as                     |                            |
|                       |                   | competency,                         | learning and                      |                            |
|                       |                   | e) use appropriate technology to    | assessment of                     |                            |
|                       |                   | develop sample tools for            | learning)                         |                            |
|                       |                   | assessing learners in Social        | <ul> <li>Discuss the</li> </ul>   |                            |
|                       |                   | Studies and share in class,         | various methods                   |                            |
|                       |                   | f) develop suitable assessment      | used to assess                    |                            |
|                       |                   | rubrics for Social studies,         | learners in Social                |                            |
|                       |                   | g) appreciate the role of           | Studies                           |                            |
|                       |                   | assessment as an integral part of   | • Discuss the role                |                            |
|                       |                   | learning.                           | of assessment in                  |                            |

|  | the learning<br>process and make<br>class<br>presentations |  |
|--|--|--|
|  |  |  |

Assessment: as teacher trainee find out from relevant sources different types of assessment

Link to Values:

**Respect:** as teacher trainee discuss the role of assessment in the learning process and make class presentations

| Level               | <b>Exceeding Expectations</b> | Meeting             | Approaching         | <b>Below Expectations</b> |
|---------------------|-------------------------------|---------------------|---------------------|---------------------------|
| Indicator           |                               | Expectations        | Expectations        |                           |
| Ability to design   | With illustrations designs    | designs suitable    | design suitable     | design switchle           |
| Ability to design   | With illustrations designs    | designs suitable    | design suitable     | design suitable           |
| suitable assessment | suitable assessment tools     | assessment tools in | assessment tools in | assessment tools in       |
| tools in Social     | in Social Studies to          | Social Studies to   | Social Studies to   | Social Studies to         |
| Studies to promote  | promote creativity and        | promote creativity  | promote creativity  | promote creativity and    |
| creativity and      | innovation competency,        | and innovation      | and innovation      | innovation competency,    |
| innovation          |                               | competency,         | competency partly   |                           |
| competency,         |                               |                     |                     |                           |

| Strand  | Sub-Strand                         | Specific Learning<br>Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question(s)  |
|---|------------------------------------|---|--|---|
| 5.0<br>Pedagogical<br>Approaches in<br>Social Studies | 5.4 Professional Documents (6 Hrs) | By the end of the sub-strand, the teacher trainee should be able to;  a) prepare a scheme of work for Social Studies, b) develop a lesson plan for Social Studies, c) develop learner's progress records, d) develop record of work covered, e) prepare an individualised education programme (IEP) for learners with special needs in Social Studies. f) design relevant | <ul> <li>The teacher trainee to:         <ul> <li>Discuss the components of a scheme of work for Social Studies and their importance</li> <li>Use the curriculum design to develop a sample scheme of work for Social Studies</li> <li>Brainstorm on the components of a social studies lesson plan and their importance</li> <li>Prepare a sample lesson plan for Social Studies</li> <li>Prepare a sample record of learner's progress and share in</li> </ul> </li> </ul> | <ol> <li>Why should a teacher maintain professional documents?</li> <li>How does preparation of professional documents for Social Studies enhance the competency of learning to learn and reflective practise?</li> </ol> |

|                                    | documents for • Develop a sample      |
|------------------------------------|---------------------------------------|
|                                    | Social studies to record of work      |
|                                    | promote the covered in Social         |
|                                    | competency of Studies                 |
|                                    | learning to learn • Develop an        |
|                                    | and reflective individualised         |
|                                    | teaching, education                   |
|                                    | g) value professional programme (IEP) |
|                                    | documents used in                     |
| Come Commenter starts had analyzed | Social Studies.                       |

**Core Competencies to be developed:** 

Citizenship and Leadership: as teacher trainee prepare professional documents

Link to Values:

Responsibility: as teacher trainee make and maintain records and learning resources

| Level Indicator    | <b>Exceeding Expectations</b> | Meeting<br>Expectations | Approaching<br>Expectations | <b>Below Expectations</b> |
|--------------------|-------------------------------|-------------------------|-----------------------------|---------------------------|
| Ability to Develop | Correctly develops            | Correctly develops      | Partially develops          | Has difficulties          |
| learner's progress | comprehensive learners'       | learners' progress      | learners' progress          | developing learners'      |
| records            | progress records              | records                 | records                     | progress records          |

| Strand  | Sub-Strand                 | Specific Learning Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question(s)   |
|---|----------------------------|--|--|--|
| 5.0<br>Pedagogical<br>Approaches in<br>Social Studies | teaching in Social Studies | By the end of the sub-strand, the teacher trainee should be able to; a) prepare for a micro-teaching lesson in Social Studies,   | <ul> <li>The teacher trainee to:</li> <li>Brainstorm on the meaning and components of microteaching</li> </ul>   | 1. How does microteaching promote the core competencies and values?          |
|   |                            | <ul> <li>b) practise teaching a microlesson in Social Studies to promote acquisition of core competencies and values,</li> <li>c) model a micro-lesson for Social Studies to promote the core competencies and values,</li> <li>d) critique micro teaching lessons in Social Studies to enhance the quality,</li> <li>e) appreciate the role of microteaching in modelling a teacher.</li> </ul> | <ul> <li>Prepare a microteaching lesson in Social Studies</li> <li>Critique microteaching lessons presented by peer trainees</li> <li>Reflect on the presentation of the micro-lesson in groups</li> </ul> | 2. Why is it important to give positive criticism of micro teaching lessons? |

Core Competencies to be developed:
Assessment as teacher trainee Critique micro-teaching lessons presented by peer trainees

## Link to Values:

Respect as teacher trainee Brainstorm on the meaning and components of micro-teaching

| Level<br>Indicator                               | Exceeding expectations  | Meeting expectations  | Approaching expectations   | Below expectations   |
|--|---|---|--|--|
| Ability to Microteach of a Social Studies lesson | Creatively uses<br>appropriate methodology<br>and resources to<br>systematically micro-teach<br>a Social Studies lesson | Uses appropriate methodology and resources to systematically microteach a Social Studies lesson | Uses some<br>appropriate<br>methodologies and<br>resources to micro-<br>teach a Social Studies<br>lesson | Has difficulties using appropriate methodology and resources to microteach a Social Studies lesson |