KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY

SOCIAL STUDIES
CURRICULUM DESIGN

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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 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												**PROFESSIONAL LEARNING AREAS (420 Hours)**
1.	**Child Development and Psychology**	10	10	10	10	10	10	60				
2.	**Curriculum Studies**	30	20	20	20			90				
3.	**Educational Resources**	10	10	10				30				
4.	**ICT Integration in Education**	10	10	10				30				
5.	**Educational Assessment**	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 Philosophical Foundations of Education**				10	10	10	30				
10.	**Historical and Comparative Foundations of Education**				10	10	10	30				
11.	**Micro Teaching**	30						30				
SUB TOTAL		**120Hrs**	**80Hrs**	**80Hrs**	**60Hrs**	**40Hrs**	**40Hrs**	**420Hrs**				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR PROGRAMME
CONTENT + PEDAGOGY (SUBJECTS)												
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	
2	Kiswahili	20	20	20	20	20	20	120	20			**CONTENT& PEDAGOGY (SUBJECTS) (1680 Hrs)**
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			**+**
7	Religious Education:-	20	20	20	20	20	20	120	20			**PRACTICUM (600Hrs)**
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health 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 Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages:	10	10	10	30	30	30	120	20			
	SUB TOTAL	230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
	TOTAL	**350**	**350**	**350**	**350**	**350**	**350**	**2100**	**300**	**300**	**300**	**3000 HRS**

x

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

	STRAND	TIME ALLOCATION
YEAR ONE		
1.	INTRODUCTION TO SOCIAL STUDIES	(10 HRS)
2.	NATURAL AND THE BUILT ENVIRONMENTS	(55 HRS)
3.	PEOPLE, POPULATION AND SOCIAL ORGANISATIONS	(43 HRS)
YEAR TWO		
4.	RESOURCES AND ECONOMIC ACTIVITIES	(44 HRS)
5.	POLITICAL SYSTEMS AND GOVERNANCE	(64 HRS)
YEAR 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 Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and the Built Environments **(65 Hrs.)**	**1.1 Introduction to Social Studies**	**By the end of the sub-strand, the teacher trainee should be able to:** a) examine the rationale for studying Social Studies in DTE - PP&P b) analyse the historical development of Social Studies in Kenya, c) discuss the importance of integrated approach in learning Social Studies, d) interpret the Primary	**The teacher trainee:** ● Use appropriate media to establish the meaning of Social Studies ● Brainstorm on the importance of studying Social Studies in DTE - PP&P and share in class ● Debate on the importance of studying Social Studies in DTE - PP&P ● Research on the historical development of Social Studies in Kenya and write a report ● Use digital devices to find out the importance of using an integrated approach in teaching Social Studies and write a report ● Carry out research on major global social concerns and the impact at the national and local levels ● Brainstorm on the components of the Social Studies curriculum design	1. How does the learning of Social Studies influence human activities? 2. How would you develop Pedagogical Content Knowledge as you interpret 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 learning of social studies promotes acquisition of values,	● Discuss the components of the Social Studies Primary Education curriculum design and share in class ● Draw a chart to show the interrelationships between the components of the Social Studies curriculum design ● Discuss the relationship between the National Goals of Education and the Primary Social Studies learning outcomes. ● Create posters on the relationship between the Pre-Primary level Primary level ● Brainstorm on the core values and show how they can be promoted in Social studies ● Sensitise members of the learning institution on the role of Social Studies in national development	Social Studies?

		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

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry 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,	**The teacher trainee:** ● Use digital resources to identify types of maps ● Draw and display sketch maps showing the elements of a map ● Conduct a gallery walk where peers assess the displayed sketch maps ● Create and display a chart on conventional symbols used to interpret information on maps ● Give direction of places using a compass and bearing on the map ● Locate places on a map using grid references, grid squares, longitudes and latitudes ● Use digital devices to locate places and features within the environment	1. How can the learning of direction and location of places on maps help to enhance critical thinking and problem-solving skills in our lives? 2. How can you use map reading and interpretation to develop effective decision-making skills among learners?

		g) draw sketches and cross-sections to represent physical and human features on a map, h) develop learning outcomes to teach interpretation of physical features and human activities on a map to promote the competency of critical thinking and problem solving, 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.	● Measure the distance between two places on a map ● Estimate and calculate the area of a place on a map using a scale ● Draw sketch and cross-sections of maps showing specified physical and human features

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

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeding Expectations	Meetings Expectations	Approaching Expectations	Below Expectations
Ability to estimate and calculating area of a region on a map	Consistently and accurately estimates and calculates area of a region on a map	Estimates and calculates area of a region on a map	Occasionally estimates and calculates area of a region on a map	Has challenges estimating and calculating area of a region on a map

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry 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 sub-strand, 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 longitudes,	**Trainees are guided in groups/ pairs/ individually to:** ● Draw a map of Kenya and indicate the neighbouring countries ● Use latitudes and longitudes to locate the position of Kenya ● Use digital devices to establish the sizes and shapes of Kenya and countries of Eastern Africa ● Draw a map of Africa showing the positions of countries in Eastern Africa ● Model a micro-lesson on the positions, shapes and sizes of Kenya and Eastern Africa using appropriate resources ● Compose songs and poems on countries in Eastern Africa and their neighbours	1. How can unity be promoted among Countries of Eastern African? 2. How can global citizenship be promoted among countries of Eastern Africa?

		f) appreciate the use of latitudes and longitudes in locating places.	● Use appropriate media to find out the difference 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 ● Develop learning outcomes 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			

Suggested Formative Assessment Rubric

Level Indicator	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 the main lines of latitudes and longitudes on a map of Africa,	identifies the main lines of latitudes and longitudes on a map of Africa,	identify the main lines of latitudes and longitudes on a map of Africa with few omissions,	identifies the main lines of latitudes and longitudes on a map of Africa with mang omissions,

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

		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.	*(mountains, valleys, lowlands, plateaus, vegetation and drainage)* ● Research on the influence of physical features on human activities and present findings in class ● Explore the immediate environment to establish the different physical features, their influence on human activities and how they can be conserved ● Creatively and innovatively develop learning resources to teach formation of physical features in Kenya.	issues affect the physical features in 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				

Suggested Formative Assessment Rubric

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

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

		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 of weather forecasts.	● Use appropriate media to record and observe different weather conditions ● Observe, record and interpret weather in the environment ● Discuss traditional methods of predicting weather and share in class ● Create a weather station in the learning institution and use it to record and interpret weather conditions in the environment ● Undertake a field study to a weather station within the locality to learn more about weather ● Create awareness on the importance of using weather forecast to make daily decisions	2. How can weather forecast be used to reduce disaster risks?

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

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and the Built Environments	**1.6 Climate (6 Hrs)**	By the end of the sub-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	The teacher trainee: • Use appropriate media to find out factors that influence climate in Eastern Africa and share with peers • Draw a map of Kenya and Eastern Africa indicating climatic regions and display in class • Discuss the characteristics of the climatic regions in Kenya and	1. What environmental 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 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

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and the Built Environments	**1.7 Vegetation in Kenya and Eastern Africa** **(5 Hrs)**	By the end of the sub-strand, 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	The teacher trainee: • Brainstorm on factors that influence the distribution of vegetation in Eastern Africa • Use appropriate media to locate vegetation zones in Kenya and Eastern Africa • Draw a map of Kenya and Eastern Africa to show different vegetation zones • Use digital devices to establish characteristics of the main vegetation zones in Eastern Africa	1. How can you 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 Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
		vegetation zones in Eastern Africa, d) develop key inquiry questions for a micro-lesson on strategies of coping with the effects of climate change in the environment, e) plan to conserve vegetation within the locality, f) appreciate the importance of vegetation in Eastern Africa.	• 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 the conservation of vegetation?
Core Competencies to be developed: **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					

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meetings Expectations	Approaching Expectations	Below Expectations
Ability to discuss factors that influence distribution of vegetation in Kenya and Eastern Africa	Correctly and comprehensively discusses factors that influence distribution of vegetation in Kenya and Eastern Africa	Discusses factors that influence distribution of vegetation in Kenya and Eastern Africa	Discusses some of the factors that influence distribution of vegetation in Kenya and Eastern Africa	Has challenges discussing some factors that influence distribution of vegetation in Kenya and Eastern Africa

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and the Built Environments	**1.8 Historical Built Environments** **(4 Hrs)**	By the end of the sub-strand, 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,	The teacher Trainee to: ● Find out from relevant sources the historical built environment in Kenya and Eastern Africa *(Museums, monuments and historical buildings)* ● Brainstorm on the historical built environment in Eastern Africa and share with peers ● Create songs and poems on the importance of conserving the historic built environment	1. What Community Service-Learning activities can be undertaken to protect the historic built environments within the locality?

				2. How can you enhance acquisition of values through conservation of historical built environments?
		c) take part in conserving the historical built environments within the locality, d) apply suitable strategies to facilitate the learning of conservation of the historical built environments within the locality to promote citizenship and leadership competency, e) appreciate the historical built environments in Kenya.	● 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	

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

Suggested Formative Assessment Rubric

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

2.0: PEOPLE, POPULATION AND SOCIAL ORGANISATIONS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 People, Population and Social Organisations **(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 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,	**The teacher trainee:** ● Use appropriate media to find out the main language groups in Eastern Africa *(Bantu, Nilotes, Cushites, Semite)* ● Use digital devices to trace the origin, migration and settlement of the main language groups in Eastern Africa ● Draw a map of Eastern Africa showing migration routes and settlements of the main language groups in Eastern Africa and display in class ● Discuss the reasons for migration of the main language groups in Eastern Africa ● Carry out library research on the results of migration and settlement of the main language groups in Eastern Africa ● Role play how people in the community depend on each other	1. How would you guide learners in describing the migration and settlement of language groups in Eastern Africa? 2. How can clubs and societies help to foster unity and respect among diverse language groups

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meetings Expectations	Approaching Expectations	Below Expectations
Ability to describe the origin, migration and settlement of the main language groups in Eastern Africa.	With examples describes and illustrates the origin, migration and settlement of the main language groups in Eastern Africa.	Describes the origin, migration and settlement of the main language groups in Eastern Africa.	Describes the origin, migration and settlement of the main language groups in Eastern Africa partly.	With challenges describes the origin, migration and settlement of the main language groups in Eastern Africa.

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

		g) examine ways of managing population growth in Kenya, h) design learning experiences on Effects of population growth in Kenya to promote communication and collaboration competency, i) take part in managing population growth in Kenya, j) Appreciate the population growth in Kenya.	● Find out from relevant sources factors that influence population growth in Kenya ● Discuss the effects of population growth in Kenya and share in class ● Undertake a field study to establish the effects of population growth within the locality and share findings in class ● Conduct library research on ways of managing population growth in Kenya and write a report ● 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	
Core Competencies to be developed: **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

Suggested Formative Assessment Rubric

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

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

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

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

Suggested Formative Assessment Rubric

Level — Indicator	Exceeding Expectations	Meetings Expectations	Approaching Expectations	Below Expectations
Ability to examine the laws governing possessions and inheritance in a family.	With examples examines the laws governing possessions and inheritance in a family.	Examines the laws governing possessions and inheritance in a family.	Examines some of the laws governing possessions and inheritance in a family.	Has difficulties to examines the laws governing possessions and inheritance in a family.

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry 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.	● Discuss organizational structure of the school management and do class presentations ● Share experiences on the relationship between the school and the local community and write a report ● Use appropriate media to explore the relationship between the school and the community ● Use role play to model a micro-lesson on the role of school management ● Write suggestions on ways in which the school can positively collaborate with the community ● Undertake a CSL activity in the community to promote good relations	2. How can the school governance foster positive discipline in the school?
Core competences to be developed **Self-efficacy** as teacher trainee undertakes a CSL activity in the community to promote good relations				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

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

Suggested Formative Assessment Rubric

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

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

		b) evaluate the functions of a clan in society, c) describe the composition of age groups and age sets in society, d) apply suitable 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.	● Discuss the functions of a clan in African traditional society and share in class ● Brainstorm on the composition of age groups and age sets and share in class ● Conduct research in the community on the functions of age group and age set and write a report ● Compose songs and poems on age groups and age sets ● Use digital devices to find out how the roles of age groups and age sets in society have changed over time ● Use a resource person to model a micro-lesson on the functions of age groups and age sets in society	2. How was social justice applied among age sets and age groups in your community?

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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meetings expectations	Approaching expectations	Below expectations
Ability to outline functions of age groups and age sets.	Explicitly outlines functions of age groups and age sets in detail.	Correctly outlines the functions of age groups and age sets.	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	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Population and Social Organisations	**2.6 Cultural Activities** **(6 Hrs)**	**By the end of the sub-strand, 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 experiences on cultural activities to promote self-efficacy,	**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 ● Discuss the importance of ceremonies and festivals in the community	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?

		f) desire to promote positive cultural activities in the community.	● Engage a resource person to establish ceremonies and festivals held in the community and write a report ● Do library research to find out the importance of ceremonies and festivals held in the community ● Debate on aspects of culture that ought to be preserved ● Perform cultural dances and songs ● Participate in cultural days celebrations in the community ● Use songs and dances to 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 Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to explain the importance of cultural artefacts in society,	With examples explain the importance of cultural artefacts in society,	explain the importance of cultural artefacts in society,	explain the importance of cultural artefacts in society, partly.	With challenges explain the importance of cultural artefacts in society,

STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

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

| | | among the Maasai of Kenya and the Fulani of Nigeria, <br> b) locate areas where pastoralism is practised in Kenya and Nigeria, <br> c) describe nomadic pastoralism in Kenya and Nigeria, <br> d) discuss the contribution of nomadic pastoralism to the economies of Kenya and Nigeria, <br> e) apply suitable methods to facilitate learning of challenges facing nomadic pastoralism in Kenya and Nigeria to promote pedagogy content knowledge, <br> f) explain the changes taking place in pastoralist areas in Kenya and Nigeria, <br> g) write animal welfare issues that should be practised by nomadic pastoralists, | ● Draw a map of Africa showing areas where pastoralism is practised
 ● Brainstorm on how pastoralism is practised among the Maasai and the Fulani
 ● Use digital devices to find out the contribution of nomadic pastoralism to the economies of Kenya and Nigeria
 ● Carry out research on the challenges facing nomadic pastoralism in Kenya and Nigeria and share your findings in class
 ● Discuss the changes taking place in pastoralist areas in Kenya and Nigeria.
 ● Research and write a report on animal welfare issues that should be practised by nomadic pastoralists
 ● Use a case study to model a micro-lesson on the changes | security of pastoral communities?
 2. How have the pastoral communities benefited from the new changes in pastoral farming? |

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to discuss the contribution of nomadic pastoralism to the economies of Kenya and Nigeria,	With examples discuss the contribution of nomadic pastoralism to the economies of Kenya and Nigeria,	Discuss the contribution of nomadic pastoralism to the economies of Kenya and Nigeria,	Partially discuss the contribution of nomadic pastoralism to the economies of Kenya and Nigeria,	Hardly discusses the contribution of nomadic pastoralism to the economies of Kenya and Nigeria,

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

			● Design posters on the importance of forests and display them in strategic places within the community ● Use imaginary visit / field trip to model a micro-lesson on conservation of forests in Kenya	
Core Competencies to be developed: **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					

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to locate the main forests in Eastern Africa,	Creatively locates the main forests in Eastern Africa,	locates the main forests in Eastern Africa,	locate the main forests in Eastern Africa partly	locate the main forests in Eastern Africa with assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic 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	**The teacher trainee to:** ● Use appropriate media to draw and locate the main fishing grounds in Eastern Africa ● Discuss and illustrate fishing methods used in Eastern Africa and share in class ● Carry out research on ways of preserving fish in Eastern Africa and write a report ● Discuss the problems facing fishing in Eastern Africa and suggest possible solutions ● Research on fishing practices that would ensure sustainable consumption of fish ● Create posters on the importance of fishing and display in strategic places ● Visit a nearby fish farm to learn about fish farming and conservation.	1. What nutritional value do we obtain from fish? 2. How would you facilitate learning of fish preservation methods to promote creativity and innovation competency?

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		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.		

Core Competencies to be developed:
- **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

Suggested Formative Assessment Rubric

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

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

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic Activities	**3.5 Industries** **(4 Hrs)**	**By the end of the sub strand, the teacher trainee should be able to;** a) categorise major industries in Kenya, b) explain factors influencing location of industries in Kenya, c) examine the contribution of industries to the economy of Kenya, d) discuss the role of financial and insurance institutions in relation to industrial development in Kenya, e) assess the effects of industries on the environment in Kenya, f) use suitable methods to facilitate learning of solutions to problems associated with	**The teacher trainee to:** ● Use digital devices to find out major industries in Kenya (*Traditional, Manufacturing, Processing, Service, Assembly, industries, Jua Kali*) ● Discuss factors influencing location of industries in Kenya ● Research on the role of financial and insurance institutions in relation to industrial development in Kenya ● Brainstorm on the contribution of industries to the economy of Kenya ● Discuss the effects of industries on the environment and share in class ● Carry out research on the problems associated with industrialisation and possible	1. How should industries 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 Inquiry Question(s)
		industrialisation to promote critical thinking and problem solving, g) examine problems associated with industrialisation in Kenya, h) investigate the contribution of Jua Kali industries to the economy of Kenya, i) Recognize the contribution of industries to the economy of Kenya.	solutions and present the findings in class ● Use a case study of a nearby industry to explore reasons for its establishment and impact in society ● Use a resource person to discuss reasons for establishment and contributions of Jua Kali industries to the economy of Kenya	

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic 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	**The teacher trainee to:** ● Brainstorm on the forms of transport and communication in Kenya and share in class. (*Traditional and Modern forms of transport and Communication*) ● Discuss the factors that influence development of transport and communication in Kenya and do class presentation ● Discuss the challenges facing transport and communication in Kenya and write a report ● Use digital devices to find out how improved transport and communication has promoted socio economic development in Kenya	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 Experiences	Suggested Key Inquiry 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.	● Engage a resource person to discuss ways of enhancing road safety in Kenya ● Use role play to demonstrate ways of enhancing road safety in Kenya	
Core Competencies to be developed: **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				

Suggested Formative Assessment Rubric

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

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

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

Suggested Formative Assessment Rubric

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

STRAND 4.0: POLITICAL SYSTEMS AND GOVERNANCE

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

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

Core Competencies to be developed:
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.

Suggested Formative Assessment Rubric

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

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

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

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

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			- 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

Suggested Formative Assessment Rubric

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

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

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to outline the events leading to attainment of independence in Kenya	With examples systematically outlines the events leading to attainment of independence in Kenya	Outlines the events leading to attainment of independence in Kenya	Outlines some of the events leading to attainment of independence in Kenya	Hardly outlines the events leading to attainment of independence in Kenya

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

4.0 Political Systems and Governance	**4.5 Regional Co-operations**
	
	(4 Hrs)
		By the end of the sub-strand, the teacher trainee should be able to;
		a) describe the formation of selected regional cooperations in Africa,
		b) discuss the functions of selected regional cooperations in Africa,
		c) examine the achievements of selected regional cooperations,
		d) analyse the challenges facing selected regional cooperations and suggest possible solutions,
		e) demonstrate the ability to nurture the value of peace, unity and social justice in the teaching of regional cooperations.
			The teacher trainee to:
			• Brainstorm on the formation of regional cooperation and share in class
			  - East African Community (EAC),
			  - Common Market for East and South African Countries (COMESA)
			  - -Inter Governmental Authority in Development (IGAD)
			• Discuss the functions of EAC and present in class using posters
			• Carry out research on the functions of the East African Legislative Assembly and write a report
			• Find out from relevant sources details on the formation of IGAD
			• Use digital devices to establish the functions of IGAD and share in class
			• Discuss the challenges experienced by selected regional cooperations and suggest possible solutions
			• Debate on the achievements of selected regional cooperations
				1. To what extent has regional cooperation contributed to globalisation in Africa?
				2. How have regional cooperations promoted the values of peace, unity and social justice?

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and 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, h) appreciate community service learning in promoting responsible citizenship.	**The teacher trainee to:** ● Brainstorm on who is a Kenyan citizen ● Use digital devices to find out ways of becoming a Kenyan citizen and share in class ● Discuss ways in which one may lose Kenyan citizenship and write a report ● Research on the requirements for dual citizenship in Kenya and share with peers ● Share personal experiences on being a good Kenyan citizen ● Discuss the roles and responsibilities of a Kenyan citizen. ● Use digital content to identify articles in the Constitution on citizenship in Kenya	What analytical thinking skills should one develop to become a responsible citizen?

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Core Competencies to be developed: **Self-efficacy** as teacher trainee apply suitable strategies to the learning of electoral process				
Values: Respect: as teacher trainee Share personal experiences on being a good Kenyan citizen				

Suggested Formative Assessment Rubric

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

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

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			democratic processes in society and share with peers ● Organise a micro lesson "democracy" and show how it promotes good governance	

Core Competencies to be developed:
Self-efficacy as teacher trainee Organise a micro lesson "democracy" and show how it promotes good governance

Values:
Patriotism: as teacher trainee use role play to facilitate the learning of democracy and show how it promotes good governance

Suggested Formative Assessment Rubric

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

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

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

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

Suggested Formative Assessment Rubric

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

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry 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.	● Brainstorm on ways of resolving conflicts in society ● Find out conflict resolution mechanisms in the community and write a report ● Role play conflict resolution in society ● Brainstorm on ways that can bring social justice, good governance, positive discipline and solve gender issues in learning institutions	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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations

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

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

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

Core Competencies to be developed:
● **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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations

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

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

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and 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	**The teacher trainee to:** ● Use appropriate media to identify the three arms of the National Government ● Draw and display the structure of the National Government of Kenya ● Discuss the composition and functions of the Legislature in Kenya ● Brainstorm on the composition structure and functions of the Executive in Kenya ● Use digital devices to find out the composition and functions of the Judiciary ● Use digital devices to research on the relationship among the three arms of the National Government	1. How does good governance influence the socio-economic status of a country? 2. What values are depicted in the relationship between the three arms of government?

		to promote good governance in society	● Use a case study to discuss the relationship between the three arms of government to nurture the value of integrity, responsibility and patriotism	
		e) use relevant methods in teaching the relationship between the three 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.		

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to analyse the functions of the three arms of the 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 of the three arms of the national government partly	With assistance analyses the functions of the three arms of the national government

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

		f) appreciate the role of County Government in Kenya.	● Brainstorm on the composition and 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				

Suggested Formative Assessment Rubric

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

| 4.0 Political Systems and Governance | 4.14 Government revenue and expenditure in Kenya

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

		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	
Core Competencies to be developed: **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				

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyse the importance of paying taxes to the government	With examples analyses the importance of paying taxes to the government	Analyses the importance of paying taxes to the government	Partially analyses the importance of paying taxes to the government	Has difficulties analysing the importance of paying taxes to the government

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

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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to describe the national symbols in Kenya,	With examples describe the national symbols in Kenya,	Describes the national symbols in Kenya,	Describes the national symbols in Kenya partially	With support describes the national symbols in Kenya

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

Core Competencies to be developed:
● **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

Suggested Formative Assessment Rubric

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

STRAND 5.0: PEDAGOGICAL APPROACHES IN SOCIAL STUDIES

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

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to discuss the importance of resources in learning of Social Studies	Correctly and comprehensively discusses the importance of resources in learning of Social Studies	Discusses the importance of resources in learning of Social Studies	Discusses some of the importance of resources in learning of Social Studies	Has challenges in discussing the importance of resources in learning of Social Studies

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

| | | g) utilize technology to enhance learner engagement in the learning of Social Studies, <br> h) involve community members in the acquisition of learning resources, <br> i) create awareness among peers on the importance of using the local environment as a learning resource in Social Studies, <br> j) value the use of resources to facilitate achievement of learning outcomes in Social Studies. | ● Display in the gallery improvised resources and conduct peer assessment
 ● Share the improvised resources with primary schools around the learning institution | |

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

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

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

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			the learning process and make class presentations	

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to design suitable assessment tools in Social Studies to promote creativity and innovation competency,	With illustrations designs suitable assessment tools in Social Studies to promote creativity and innovation competency,	designs suitable assessment tools in Social Studies to promote creativity and innovation competency,	design suitable assessment tools in Social Studies to promote creativity and innovation competency partly	design suitable assessment tools in Social Studies to promote creativity and innovation competency,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Pedagogical Approaches in 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 professional	**The teacher trainee to:** ● Discuss the components of a scheme of work for Social Studies and their importance ● Use the curriculum design to develop a sample scheme of work for Social Studies ● Brainstorm on the components of a social studies lesson plan and their importance ● Prepare a sample lesson plan for Social Studies ● Prepare a sample record of learner's progress and share in class	1. Why should a teacher maintain professional documents? 2. How does preparation of professional documents for Social Studies enhance the competency of learning to learn and reflective practise?

		documents for Social studies to promote the competency of learning to learn and reflective teaching, g) value professional documents used in Social Studies.	● Develop a sample record of work covered in Social Studies ● Develop an individualised education programme (IEP)	
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				

Suggested Formative Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to Develop learner's progress records	Correctly develops comprehensive learners' progress records	Correctly develops learners' progress records	Partially develops learners' progress records	Has difficulties developing learners' progress records

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Pedagogical Approaches in Social Studies	5.5 **Micro-teaching in Social Studies** **(5 Hrs)**	**By the end of the sub-strand, the teacher trainee should be able to;** a) prepare for a micro-teaching lesson in Social Studies, b) practise teaching a micro-lesson in Social Studies to promote acquisition of core competencies and values, c) model a micro-lesson for Social Studies to promote the core competencies and values, d) critique micro teaching lessons in Social Studies to enhance the quality, e) appreciate the role of micro-teaching in modelling a teacher.	**The teacher trainee to:** ● Brainstorm on the meaning and components of micro-teaching ● Prepare a micro-teaching lesson in Social Studies ● Critique micro-teaching lessons presented by peer trainees ● Reflect on the presentation of the micro-lesson in groups	1. How does microteaching promote the core competencies and values? 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

Suggested Formative Assessment Rubric

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