



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**UPPER PRIMARY LEVEL DESIGNS
SOCIAL STUDIES**

GRADE 4

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade four curriculum designs for learners with physical impairment build on competencies attained by learners at Grade 3. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade six is the final grade of the level in the reformed education structure.

The reviewed Grade four curriculum furthers implementation of the CBC from Grade one to three in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade four curriculum designs for learners with physical impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 4 and prepare them for smooth transition to Grade 5 Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 4 curriculum designs for learner with physical impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade 4 curriculum designs for learners with physical impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade four and preparation of learners with physical impairment for transition to Grade five.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', with a horizontal line underneath the name.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Apply acquired knowledge, skills, values and attitudes in everyday life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfilment.
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age-appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) Explore the environment for learning and enjoyment,
- 2) Demonstrate desirable values, attitudes and practices for sustainable social interactions.
- 3) Develop appropriate organizational, practical and technological competencies for problem solving.
- 4) Understand and appreciate human rights and civic responsibility for attainment of social justice.
- 5) Apply acquired competencies in solving environmental challenges for sustainable development.
- 6) Understand the system of governance in Kenya and be willing to participate in its processes.
- 7) Participate in community service learning to manage pertinent and contemporary issues in society effectively.
- 8) Respect and appreciate cultural and human diversity to promote cohesion and integration.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Suggested Number of Lessons
1.0	Natural and Historic Built Environments	Compass Direction	(6 lessons)
		Location and size of the County	(5 lessons)
		Physical features in the County	(5 lessons)
		Seasons in the County	(4 lessons)
		Historic Built Environments in the County	(5 lessons)
2.0	People and Social Organisation	Inter-dependence of people	(6 Lessons)
		Population distribution	(5 lessons)
3.0	Resources and Economic Activities	Aspects of Traditional Culture in the County	(4 lessons)
		The school	(3 lessons)
4.0	Political Systems	Economic activities in the County	(4 lessons)
		Industries in the County	(6 lessons)
		Enterprise Project at school	(7 lessons)
5.0	Citizenship and Governance in Kenya	Good Citizenship in School	(4 lessons)
		Peace	(4 lessons)
		Child Rights	(4 lessons)
		Democracy in school	(3 lessons)
		Children's Government in school	(4 lessons)
		Community Leadership	(5 lessons)
		The County Governments in Kenya	(6 lessons)

STRAND 1.0: NATURAL AND BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	1.1 Compass Direction (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the four cardinal points of a compass, b) use the four cardinal points to give directions on a map, c) appreciate the use of four cardinal points in everyday life. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm the four cardinal points, learners with speech difficulties could use alternative modes of communication during this learning experience, ● draw or copy or trace and label the four cardinal points, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to draw. They could also give instructions as a peer; a learner support assistant or teacher draws, ● use the four compass points to show direction 	How can we show direction of places?

			<p>on the interactive map to enrich the mapping skills.</p> <ul style="list-style-type: none"> ● play computer games on the compass direction for enjoyment, learners with manipulation difficulties could be provided with adapted computers with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the computers. Light intensity should be controlled for learners who may be photosensitive. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners interact with digital devices as they play computer games on compass direction for enjoyment. ● Learning to learn: Learners develop relationships as they share resources and practice giving direction of places using the four cardinal points. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners cooperate as they practice giving direction of places using the four cardinal points. ● Respect: Learners show patience as they play computer games on compass direction for enjoyment. 				

Pertinent and Contemporary Issues (PCIs):

Creative Thinking: Learners participate in creative games as they play computer games on compass direction for enjoyment.

Links to other Learning Areas:

Learners use Creative Arts skills as they draw and label the four cardinal points.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	1.2 Location and size of the County (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sub-counties in the County, b) locate the County in relation to neighbouring counties, c) estimate the size of the County in relation to neighbouring counties, d) acknowledge the location and size of the County.	The learner is guided to: ● brainstorm and list sub-counties in their County, learners with speech difficulties could use alternative modes of communication during this learning experience, ● use relevant print of digital resources to identify the location of the County in relation to neighbouring counties, learners with manipulation difficulties could be provided with adapted digital resources with	Why is it important to learn the size and location of a County?

			<p>appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the print/ digital resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● discuss the size of the County in relation to the neighbouring counties, ● sketch, colour, and display the map of the County in class, learners with manipulation difficulties could be supported by peers, a learner support assistant or a scribe to carry out this activity, ● play games on the location of the County in relation to neighbouring counties. 	
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Core Competencies to be developed:

- Digital Literacy: Learners develop simple games as they play games on the location of the County in relation to the neighbouring counties.
- Learning to learn: learners search for the location and size of their County.

Values:

Responsibility: Learners engage in assigned roles and duties as they discuss the size of the County in relation to the neighbouring counties.

Pertinent and Contemporary Issues (PCIs):

- Problem Solving: Learners play creative games as they locate the County in relation to the neighbouring countries.
- Effective Communication: Learners brainstorm to identify sub-counties in their County.

Links to other Learning Areas:

English: Learners apply listening and speaking skills as they discuss in groups the size of the County in relation to the neighbouring counties.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	1.3 Physical features in the County (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the main physical features in the County, b) state the importance of the main physical	The learner is guided to: ● brainstorm and sketch, trace or copy paste the main physical features in the County, ● draw, trace, copy paste or take photographs of the main physical features in the County, learners with manipulation difficulties could be supported	Which physical features are found in your County?

		<p>features in the County,</p> <p>c) illustrate the main physical features in the County,</p> <p>d) Appreciate the main physical features in the County.</p>	<p>by peers, a learner support assistant or a scribe to draw or take photos of main the physical features,</p> <ul style="list-style-type: none"> ● outline the importance of the main physical features in the County and share the discussion points in class, learners with speech difficulties could use alternative modes of communication to share their points, ● display pictures or models of the main physical features in the County in class, learners with manipulation and mobility difficulties could be supported by peers, a learner support assistant or teacher to display the models/ pictures, ● find out from parents or guardians the main physical features in the County and share. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners identify the main physical features in their County. ● Learning to: Learners find out from parents or guardians the physical features in the County and share.
<p>Values:</p> <p>Social Justice: Learners accord equal opportunities in sharing responsibilities as they outline the importance of the main physical features in the County and share the discussion points in class.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-Awareness: Learners appreciate each other’s abilities as they draw some of the main physical features in the County.
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● English: Learners use speaking skills as they discuss in groups the importance of the main physical features in the County in class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Natural and Built Environments	<p>1.4 Seasons in the County (4 lessons)</p> <ul style="list-style-type: none"> - <i>Hot,</i> - <i>cold,</i> - <i>dry</i> - <i>rainy</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the four seasons experienced in the County, explain how the four seasons influence human activities in the County, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm about seasons experienced in the County, learners with speech difficulties could use alternative modes of communication to share views during this learning experience, ● use print or digital resources to identify seasons experienced in the County, learners with 	<p>How do seasons influence human activities in the County?</p>

		<p>c) explore how rainy weather affects road safety in the county,</p> <p>d) model weather charts of seasons in the County,</p> <p>e) appreciate the different seasons experienced in the County.</p>	<p>manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the print/digital resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● engage a resource person to find out how seasons influence human activities in the County, ● discuss ways in which rainy weather affects safety of road users, ● draw weather charts of seasons in the County, learners with manipulation difficulties could be supported by peers or give instructions as a learner support assistant does the actual drawing, ● observe and record in charts human activities associated 	
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			<p>with different seasons. Learners with manipulation difficulties could be supported by peers, a learner support assistant or a scribe to create the records,</p> <ul style="list-style-type: none"> ● sing or hum or clap or tap to the rhythm of songs about seasons experienced in the County. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: Learners develop relationships as they brainstorm about seasons experienced in the County. ● Digital Literacy: Learners use print or digital resources to identify seasons experienced in the County. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they brainstorm about seasons experienced in the County. ● Patriotism: Learners sing songs about seasons experienced in the County. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Safety and security: Learners are guided on precautions to take during the different seasons experienced in the County (<i>Hot, cold, dry and rainy season</i>).</p>				
<p>Links to other Learning Areas:</p> <p>Agriculture and nutrition: Learners explain how different seasons influence human activities in the County.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>1.0 Natural and Built Environments</p>	<p>1.5 Historic Built Environments in the County (5 lessons)</p> <ul style="list-style-type: none"> - <i>Museums,</i> - <i>monuments,</i> - <i>Cultural centres</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the main historic built environments in the County, b) explain the importance of the main historic built environments in the County, c) participate in conservation activities of the historic built environments within the County, d) appreciate historic built environments in the County. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm and share the main historic built environments in the County, learners with speech difficulties could use alternative modes of communication to share their findings, ● use print or digital resources to identify historic built environments in the County, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● visit some of the historic, built environments within the 	<p>How can we care for the historic built environments in our County?</p>
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			<p>locality (<i>take photographs, audio tape conversations on the environments or take notes</i>), learners using mobility devices could be given physical support from peers, a learner support assistant or teacher as they move within the locality. Ensure safety of learners as they carry out this activity,</p> <ul style="list-style-type: none"> ● engage the resource person to discuss the importance of the historic built environment in the County, ● participate in conserving historic built environments within the locality as service learning (<i>collecting litter, sweeping</i>), learners could be assigned roles according to individual ability levels. Ensure safety of the learners 	
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			during the conservation exercise.	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: learners participate in conserving historic built environments within the locality (<i>collecting litter, sweeping</i>). ● Self-efficacy: Learners engage a resource person to discuss the importance of historic built environments within the County.
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners participate in conserving historic built environments within the locality as service learning (<i>collecting litter, sweeping</i>). ● Responsibility: Learners understands and appreciates the resource person as they discuss the importance of the historic built environments in the County.
<p>Pertinent and Contemporary Issues (PCIs): Environmental issues: Learners respect others' views/feelings as they visit some of the historic built environments within the locality (<i>take photographs, audio tape conversations on the environments or take notes</i>).</p>
<p>Links to other Learning Areas: Learners use Creative Arts skills to create a picture booklet on the historic built environments within the locality.</p>

Suggested Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to use the four cardinal points to give direction of places.	Learner uses the four cardinal points to give direction of places with illustrations.	Learner uses the four cardinal points to give direction of places.	Learner uses 2-3 cardinal points to give direction of places.	Learner uses less than 2 cardinal points to give direction of places.

Ability to identify the main physical features in the County.	Learner identifies the main physical features in the County with illustrations.	Learner identifies the main physical features in the County.	Learner identifies main physical features in the County omitting a few features.	Learner identifies the main physical features in the County but omits several features.
Ability to explain how the four seasons influence human activities in the County.	Learner explains how seasons influence human activities in the County with examples.	Learner explains how the four seasons influence human activities in the County.	Learner explains how 2-3 seasons influence human activities in the County.	Learner explains how one season influence human activities in the County.
Ability to explain the importance of the main historic built environments in the County.	Learner explains the importance of the main historic built environments in the County with examples.	Learner explains the importance of the main historic built environments in the County.	Learner explains the importance of the main historic built environments in the County omitting minor details.	Learner explains the importance of the main historic built environments in the County omitting major details.

STRAND 2.0: PEOPLE AND POPULATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 People and Population</p>	<p>2.1 Inter-dependence of people (6 Lessons) - <i>trade</i> - <i>farming</i> - <i>hospital,</i> - <i>worship places</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify ways in which people depend on each other in the County, b) explain the benefits of interdependence of people in the County, c) use chart to illustrate the benefits of interdependence of people in the County, d) appreciate the interdependence of people in the County. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm in class the ways in which people depend on each other in the County, learners with speech difficulties could use alternative modes of communication during this learning experience, ● use print or digital resources to identify ways in which people depend on each other in the County, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the print/ digital resources. Light intensity should be controlled for 	<ol style="list-style-type: none"> 1. How do people in the County depend on each other? 2. Why should we support each other in the County?

			<p>learners who may be photosensitive,</p> <ul style="list-style-type: none">● draw a chart on benefits of interdependence among the people, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to draw the charts. They could also give instructions as a peer, a scribe or a learner support assistant draws the charts,● role-play inter-dependence of people in the community, learners could be assigned roles according to individual ability levels during the role play,● recite a poem about the importance of inter-dependence of people,● find out from parents or guardians about the importance of inter-dependence of people and share in class.	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners explain the benefits of interdependence of people in the County. ● Creativity and imagination: learners role play the interdependence of people in the County.
<p>Values:</p> <p>Social justice: Learners discuss benefits of interdependence among people in the County.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners identify ways in which people depend on each other in the County. ● Social Cohesion: Learners respect others’ views/feelings as they work to create a chart on benefits of interdependence among people.
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● English: Learners develop communication skills as they recite a poem about the importance of interdependence of people. ● Religious Education: learners explain the importance of interdependence of people.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Population	2.2 Population Distribution (5 lessons)	By the end of the sub strand, the learner should be able to: a) describe patterns of population distribution in the County, b) illustrate the patterns of population distribution in the County,	The learner is guided to: ● brainstorm what is population distribution, learners with speech difficulties could use alternative modes of communication during this learning experience,	How is population spread out in the County?

		<p>c) appreciate population distribution in the County.</p>	<ul style="list-style-type: none"> ● use a digital or print map of the County to identify the patterns of population, distribution in the County, ● explain the patterns of population distribution in the County, ● use the map of the County to plot patterns of population distribution, learners could be purposively paired during this activity, ● draw or trace or copy paste a map of the County showing population distribution, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to draw/trace or copy the map. They 	
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			<p>could also give instructions as a peer, a scribe or a learner support assistant draws the map,</p> <ul style="list-style-type: none"> ● display the map of the County in the appropriate learning corner. Learners with mobility difficulties could be supported by peers, a learner support assistant or teacher to display the map. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners use a digital or print map of the County to identify the patterns of population distribution. ● Learning to Learn: Learners develop relationships as they share diagrams of the patterns on population distribution in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners develop self-drive as they share the diagrams of the patterns on population distribution in class. ● Integrity: Learners have self-discipline as they use a digital or print map of the County to identify the patterns of population distribution. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learners ask challenging questions as they share the diagrams of the patterns on population distribution in class. ● Effective Communication: Learners use appropriate communication channel as they discuss population distribution in the County. 				

Links to other Learning Areas:

- Learners apply listening and speaking skills as they discuss population distribution in the County.
- Learners apply Creative Arts skills as they draw a map of the County showing population distribution.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of people in the County.	Learner explains the benefits of interdependence of people in the County with examples.	Learner explains the benefits of interdependence of people in the County.	Learner explains the benefits of interdependence of people in the County omitting minor details.	Learner Explains the benefits of interdependence of people in the County omitting many details.
Ability to describe patterns of population distribution in the County.	Learner describes patterns of population distribution in the County with illustrations.	Learner describes patterns of population distribution in the County.	Learner describes patterns of population distribution in the County omitting minor details.	Learner describes patterns of population distribution in the County omitting many details.

STRAND 3.0: SOCIAL ORGANIZATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Social Organizations	3.1 Aspects of Traditional Culture in the County. (4 lessons) <i>- Dressing</i> <i>- food</i> <i>- Housing</i> <i>- Artefacts</i> <i>- sports and games</i> <i>- Festivals and ceremonies</i>	By the end of the sub- strand, the learner should be able to: a) identify aspects of traditional culture in the County, b) illustrate aspects of traditional culture practised in the County, c) appreciate the importance of traditional culture in the County.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm aspects of traditional culture in the County, learners with speech difficulties could use alternative modes of communication to share their views during this learning experience, ● describe aspects of traditional culture in the County, ● discuss the importance of traditional culture in the County, ● collect and record aspects of traditional culture practised in the community. (<i>pictures ,songs, artefacts, dress, food, paintings, tools</i>), 	Why is culture important?

			<p>learners using mobility devices could be given physical support from peers, a learner support assistant or teacher to move as they collect and record, ensure safety as they carry out this activity,</p> <ul style="list-style-type: none"> ● showcase different aspects of traditional culture practised in the community, learners with manipulation and mobility difficulties could be supported by peers, a learner support assistant or teacher to showcase the different aspects. 	
<p>Core Competencies to be developed :</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learners showcase different aspects of traditional culture practised in the community. ● Citizenship: Learners collect and record aspects of traditional culture practised in the community. 				
<p>Values: Respect: Learners recognise different aspects of traditional culture in their County.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-Awareness: Learners appreciate individual uniqueness as they describe aspects of traditional culture in their County.</p>				

Links to other Learning Areas:

- Creative Arts: Learners apply skills drawn from show casing different aspects of traditional culture practised in the community in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Social Organizations	3.2. The School (3 lessons)	By the end of the sub- strand, the learner should be able to: a) narrate the history of the school, b) explain the values of the school, c) recite the school motto, d) desire to obey the school rules.	The learner is guided to: <ul style="list-style-type: none">• gather information on “The history of the school” from relevant personnel and share in class, learners with speech difficulties could use alternative modes of communication to share their findings during this learning experience,• discuss the history of the school with others in class,• use digital or print resources to find out the school values, learners with manipulation difficulties could be	Why is it important to maintain discipline in school?

			<p>supported by peers, learner support assistant to manipulate the digital/print resources,</p> <ul style="list-style-type: none"> ● develop a poster on the school values, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters. They could also give instructions as a peer; a learner support assistant or teacher develops the posters, ● develop a poster on the school motto and display it in class, learners with mobility and manipulation difficulties could be supported by peers, a learner support assistant or teacher to display the posters, ● make a gallery walk and peer assess. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners recite the school motto. ● Citizenship: Learners gather information on “The history of the school” from the school administration and share in class.
<p>Values:</p> <p>Integrity: Learners exhibit discipline as they display posters, make a gallery walk and peer assess.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social cohesion: Learners develop charts to explain the school values.</p>
<p>Links to other Learning Areas:</p> <p>Creative arts: Learners apply graphic design skills in Creative Arts in designing of school motto and rules.</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the six aspects of traditional culture in the County.	Learner identifies all aspects of traditional culture in the County with examples.	Learner identifies all the six aspects of traditional culture in the County.	Learner identifies 3 – 5 of the aspects of traditional culture in the County.	Learner identifies less than 3 aspects of traditional culture in the County.
Ability to describe aspects of traditional culture in the County.	Learner describes aspects of traditional culture in the County with examples.	Learner describes the aspects of traditional culture in the County.	Learner describes the aspects of traditional culture in the County leaving out minor details.	Learner describes aspects of traditional culture in the County leaving out major details.
Ability to narrate the history of the school.	Learner narrates the history of the school highlighting significant events in the history of the school.	Learner narrates the history of the school.	Learner narrates the history of the school omitting minor details.	Learner narrates the history of the school omitting major details.

STRAND 4.0: ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Economic Activities	4.1 Economic activities in the County (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main economic activities carried out in the County, b) explain the importance of economic activities carried out in the County, c) participate in economic activities in the locality, d) appreciate the economic activities in the County. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the economic activities in the County, learners with speech difficulties could use alternative modes of communication to share findings during this learning experience, ● make posters on the economic activities carried out in the County, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to make the posters. They could also give instructions as a peer; a learner support 	How can we conserve the resources found in the County?

			assistant or teacher makes the posters, <ul style="list-style-type: none"> ● discuss the importance of economic activities in the County, ● participate in appropriate economic activities in the locality, learners could be assigned roles according to ability levels, ensure safety as they engage in this activity, ● create and recite poems or songs on the economic activities in their County. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Collaboration: Learners participate in appropriate economic activities in the locality. ● Learning to Learn: Learners shares ideas and make posters on the economic activities carried out in the County. 				
Values: Patriotism: Learners participate in the economic activities in the locality.				
Pertinent and Contemporary Issues (PCIs): Creative and critical thinking: Learners create and recite poems or songs on the economic activities in their County.				
Links to other Learning Areas: <ul style="list-style-type: none"> ● Agriculture and Nutrition: learners participate in economic activities in the locality. ● Pre-technical studies: Learners use digital resources to identify the importance of economic activities to the County. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Economic Activities	4.2 Industries in the County (6 lessons)	By the end of the sub-strand the learner should be able to; a) identify industries in the County, b) explain the benefits of industries in the County, c) locate industries in the County, d) recognise the role of industries in the County.	The learner is guided to: <ul style="list-style-type: none"> ● share the industries in the County, ● discuss the benefits of industries in the County, learners with speech difficulties could use alternative modes of communication during the discussion, ● locate industries in the County, ● visit an industry to learn its benefits in the County, learners using mobility devices could be given physical support from peers, learner support assistant or teacher as they carry out this activity. Ensure safety as learners carry out this activity, ● create a poster of the industry visited and display in class, learners with manipulation 	How can a County benefit from its industries?

			<p>difficulties could use their digital devices to create and display the posters, they could also give instructions as a peer or learner support assistant does the actual creation,</p> <ul style="list-style-type: none"> ● compose poems on the benefits of industries in the County. 	
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Core Competencies to be developed:
Creativity: Learners create a poster of the industry visited and display in class.

Values:

- Patriotism: Learners portray citizenship as they visit an industry to learn about its benefits in the County.
- Integrity: Learners develop honesty as they utilise resources prudently as they create a poster of the industry visited and display in class.

Pertinent and Contemporary Issues (PCIs):
Safety: Learners exercise caution as they visit an industry to learn its benefits in the County.

Links to other Learning Areas:
Science and technology: Learners use digital resources to identify and **explain** benefits of industries in the County.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Economic Activities	4.3 Enterprise Project at school	By the end of the sub-strand, the learner should be able to:	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm enterprise projects that can be 	How are enterprise projects

	(7 lessons)	<p>a) identify the projects that can be initiated at school,</p> <p>b) participate in initiating an enterprise project at school,</p> <p>c) uphold ethics collective efforts in managing enterprise project at school.</p>	<p>undertaken at school, learners with speech difficulties could use alternative modes of communication to share their thoughts,</p> <ul style="list-style-type: none"> ● plan and undertake a viable enterprise project at school, learners could be assigned roles according to individual ability levels, ● participate in the initiation and management of the enterprise project in the school, ● share responsibilities on the planned enterprise project, ● discuss ethical practices to be observed in managing the enterprise project, ● showcase the school project, learners could be purposively grouped during this activity. 	managed in school?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners share responsibilities on the planned enterprise project. ● Creativity and imagination: Learners identify a viable enterprise project at school. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners engage in the assigned roles and duties as they undertake the enterprise project at school and evaluate its success. ● Integrity: Learners develop accountability as they participate in the initiation and management of the enterprise project in the school.
<p>Pertinent and Contemporary Issues (PCIs): Creative and critical thinking: Learners undertake the enterprise project at school and showcase the outcomes.</p>
<p>Links to other Learning Areas: Mathematics: Learners plan and undertake a viable enterprise project at school.</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the importance of economic activities carried out in the County.	Learner explains the importance of economic activities carried out in the County with examples.	Learner explains the importance of economic activities carried out in the County.	Learner explains the importance of economic activities carried out in the County leaving out minor details.	Learner explains the importance of economic activities carried out in the County leaving out major details.
Ability to identify industries in the County.	Learner identifies industries in the County with examples.	Learner identifies industries in the County.	Learner identifies industries in the County but omits a few of them.	Learner identifies industries in the County but omits many of them.

Ability identifies the projects that can be initiated at school.	Learner identifies projects that can be initiated at school with examples.	Learner identifies the projects that can be initiated at school.	Learner identifies some of the projects that can be initiated at school leaving out minor details.	Learner identifies some of the projects that can be initiated at school leaving out major details.
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STRAND 5: CITIENSHIP AND GOVERNANCE IN KENYA

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizenship and Governance in Kenya	5.1 Good Citizenship in School (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify qualities of a good citizen in school, b) develop qualities of good citizenship in school, c) appreciate qualities of good citizenship in school. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm qualities of a good citizen in school, learners with speech difficulties could use alternative modes of communication to share their findings during this learning experience, ● use digital or print resources to identify qualities of a good citizen in school, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate 	How can we demonstrate good citizenship in school?

			<p>the digital/ print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none">● role play qualities of a good citizen in a school, learners could be assigned roles according to individual ability levels during the role play,● engage a role model in the community and discuss good citizenship,● design a poster with qualities of a good citizen in school, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to design the posters. They could also give instructions as a	
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			peer; a learner support assistant or teacher designs the posters, <ul style="list-style-type: none"> • write an essay on qualities of a good citizen and share in class, learners with manipulation difficulties could be supported by peers, a learner support assistant or a scribe to write or type their essays. 	
Core Competencies to be developed: Citizenship: Learners role play qualities of a good citizen in a school.				
Values: Unity: Learners design a poster with qualities of a good citizen in school.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners develop harmonious coexistence as they discuss how to become a good citizen in school.				
Links to other Learning Areas: English: Learners apply writing skills as they write an essay on a good digital citizen (<i>using technology in a positive way</i>) and share the essays in class.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Citizenship and Governance in Kenya	5.2 Peace (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors that promote peace in school, b) develop strategies of living in peace with others in school, c) desire to uphold peace in school.	The learner is guided to: <ul style="list-style-type: none"> ● discuss factors that promote peace in school, learners with speech difficulties could use alternative modes of communication during the discussion, ● create messages on strategies of living in peace with others in school, ● use digital or print resources to find out examples of peace activities undertaken in schools (<i>Peace gardens/nature trails, Peace corners, Peace competition essays</i>), learners with manipulation difficulties could be provided with adapted digital resources with 	<ol style="list-style-type: none"> 1. How can we live in peace with others in school? 2. Why is it important to plan for a peace building activity in school?

			<p>appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● design posters with peace-building messages, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to design the posters. They could also give instructions as a peer; a learner support assistant or teacher designs the posters, ● participate in peace building activities, ● find out from parents and guardians how they can uphold peace. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking: Learners create messages on strategies of living in peace with others in school. ● Problem solving: Learners participate in peace building activities in school.
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners design posters on peace building messages. ● Peace: Learners show respect as they participate in peace building activities.
<p>Pertinent and Contemporary Issues (PCIs): Coping with emotions: Learners identify factors that promote peace in school.</p>
<p>Links to other Learning Areas: Religious Education: Learners apply religious concept of peace as they discuss ways of promoting peace in school</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Citizenship and Governance in Kenya	<p>5.3 Child Rights (4 lessons)</p> <ul style="list-style-type: none"> - <i>Early and forced marriages</i> - <i>Female genital mutilation</i> - <i>Slavery</i> - <i>Child Trafficking</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline forms of child abuse in the community, b) explain the causes of child abuse in the community, c) explain effects of child abuse in the community, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm forms of child abuse in the community, learners with speech difficulties could use alternative modes of communication during this learning experience, ● use digital or print resources to find out the causes of child abuse in the 	<ol style="list-style-type: none"> 1. How can harmful cultural practices violate child rights in the community? 2. How can we protect ourselves from child abuse?

	<ul style="list-style-type: none"> - <i>Child/forced labour</i> - <i>Sexual abuse,</i> - <i>Abuse of children with special needs</i> 	<p>d) desire to promote child rights and responsibilities in the school.</p>	<p>community, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, a learner support assistant or teacher to manipulate the digital/ print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● discuss effects of child abuse in the community, ● design posters on the effects of child abuse in the community, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to design the posters. They could also give instructions as a peer; a learner support 	
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			<p>assistant or teacher designs the posters,</p> <ul style="list-style-type: none"> ● sing, hum ,clap, dance or nod to the rhythm of songs and recite poems on the protection of self and others from child abuse in the community, ● participate in activities that promote child rights in the school, learners could be assigned roles according to ability levels during this activity. 	
<p>Core Competencies: Self-Efficacy: Learners participate in activities that promote child rights in the school.</p>				
<p>Values: Responsibility: Learners design posters on the effects of child abuse in the community.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Gender Issues: Learners identify the causes of child abuse in the community.</p>				
<p>Links to other Learning Areas: Religious Education: Learners participate in activities that promote child rights in the school.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.4 Democracy in school (3 lessons)	By the end of the sub-strand the learner should be able to: a) identify democratic processes in the school, b) explain the benefits of democracy in school, c) practise democratic elements in school, d) appreciate democratic practices in school.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm democratic processes in school, learners with speech difficulties could use alternative modes of communication during this learning experience, ● prepare a chart showing the democratic processes in the school, learners with manipulation difficulties could be purposively grouped during this learning experience, ● discuss benefits of democracy in school, ● prepare posters with benefits of democracy in school, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to prepare the 	<ol style="list-style-type: none"> 1. How can we practice democracy in school? 2. Why is democracy important in a school?

			posters. They could also give instructions as a peer; a learner support assistant or teacher prepares the posters, <ul style="list-style-type: none"> ● carry out a mock election of leaders in class, ● engage a resource person to learn the elements democratic practices in school. 	
Core Competencies to be developed: Learning to learn: Learners prepare a chart showing the democratic processes in the school,				
Values: Unity: Learners develop inclusivity, respect others' opinions as they discuss benefits of democracy in school.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners develop harmonious coexistence as they carry out a mock election of leaders in class				
Links to other Learning Areas: Creative Arts: Learners prepare posters on the benefits of democracy in school.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.5 Children’s Government in school (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the composition of Children’s Government in school, b) describe the functions of the Children’s Government in school, c) participate in Children’s Government in school, d) respect children’s government in school. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm the composition of Children’s Government in school, learners with speech difficulties could use alternative modes of communication to share responses during this learning experience, ● write the structure of the children government, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their work, ● share experiences in groups on functions of Children’s Government in school, ● role play the functions of children’s government, learners could be assigned 	<ol style="list-style-type: none"> 1. Why is it important to have a Children’s Government in school? 2. How can we support Children’s Government in school?

			<p>roles according to ability levels during this experience,</p> <ul style="list-style-type: none"> ● write a composition on ways of participating Children’s Government in school, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their compositions, ● simulate the Children’s Government in session in school, ● share on how to respect children’s government in school. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: citizenship is developed as learners simulate the Children’s Government in session in school. ● Collaboration: Learners share experiences on functions of Children’s Government in school. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: Learners simulate the children’s Government in session in school. ● Social Justice: Learners accord privileges without favour as they role play the functions of children’s government. 				

Pertinent and Contemporary Issues (PCIs):

Governance: Learners describe the functions of Children’s Government in school.

Links to other Learning Areas:

English: Learners apply writing skills as they write a composition on ways of supporting Children’s Government in school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.6 Community Leadership (5 Lessons) - <i>Religious leaders</i> - <i>Clan leaders</i> - <i>village leaders</i>	By the end of the sub-strand, the learner should be able to: a) identify leaders in the community, b) explain the duties of leaders in the community, c) demonstrate qualities of good leadership in the community, d) appreciate good leadership in the community.	The learner is guided to: <ul style="list-style-type: none"> ● name leaders in the community, ● discuss duties of community leaders and make class presentation, learners with speech difficulties could use alternative communication modes to discuss and make presentations, ● engage a resource person to discuss the qualities of a good community leader and report, ● role - play qualities of good leadership in the community, learners could be assigned roles according to ability levels during the role play, 	Why is it important for leaders to have good qualities?

			<ul style="list-style-type: none"> ● design and display a poster on qualities of good, leadership in the community, learners with manipulation difficulties could use their digital devices to design and display the posters. They could also give instructions as a peer or learner support assistant does the same, ● compose songs on good leadership in the community. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity: Learners design and display a poster on qualities of good, leadership in the community. ● Learning to learn: Learners engage a resource person to discuss the qualities of a good community leader and report. 				
<p>Values: Integrity: Learners role - play qualities of good leadership in the community,</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Leadership: Learners engage a resource person to discuss the qualities of a good community leader and report. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Creative Arts as they design and display a poster on qualities of good leadership in the community. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.7 The County Governments in Kenya (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the structure of County government, b) explain the duties of County Governor in Kenya, c) explain the roles of a member of County assembly, d) appreciate the County Government in Kenya. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm the leaders of County government in Kenya, learners with speech difficulties could use alternative modes of communication during this experience, ● outline the structure of the County government, ● draw the structure of the County government, learners with manipulation difficulties could be purposively paired or use adapted drawing resources to draw the structure, they could also give instructions as a learner support 	<ol style="list-style-type: none"> 1. Why is a County government important in Kenya? 2. What are the duties of ward and village administrators?

			<p>assistant or peer does the actual drawing,</p> <ul style="list-style-type: none"> ● discuss the duties of the governor and a member of the County assembly, ● watch video clips or visit County government offices to learn administrative structure. Learners could be appropriately positioned for enhanced view as they watch the video clips, those using mobility devices could be supported to move during the visit. 	
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Core Competencies:

Learning to Learn: Learners engage a resource person to discuss duties of the governor and the roles of a member of County assembly.

Values:

Respect: Learners understands and appreciates leaders as they discuss in groups the roles of a members of the County assembly (*MCA's*) .

Pertinent and Contemporary Issues (PCIs):

Governance: Learners learn the structure and discuss the duties of the governor and members of the County assembly.

Links to other Learning Areas:

Creative Arts: Learners apply creativity as they draw the structure of the County government.

Suggested Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify democratic processes in school.	Learner identifies democratic processes in school with examples.	Learner identifies democratic processes in school.	Learner identifies a few democratic processes in school.	Learner identify a few democratic processes in school with hints.
Ability to describe the functions of the Children's Government in school	Learner describes the functions of the Children's Government in school with examples.	Learner describes the functions of the Children's Government in school.	Learner describes the functions of the Children's Government in school but omits a few functions.	Learner describes the functions of the Children's Government in school but omits many of the functions.
Ability to demonstrate qualities of good leadership in the community.	Learner consistently demonstrates qualities of good leadership in the community.	Learner demonstrates qualities of good leadership in the community.	Learner demonstrates qualities of good leadership in the community omitting a few qualities.	Learner demonstrates qualities of good leadership in the community omitting several qualities.
Ability to explain the roles of a member of County assembly.	Learner explains the roles of a member of County assembly with examples.	Learner explains the roles of a member of County assembly.	Learner explains roles of a member of County assembly leaving out a few roles.	Learner explains the roles of a member of County assembly leaving out most roles.

APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0 Natural and built environment	1.1. Compass direction	a) Oral questions b) Written tests c) Observation	<ul style="list-style-type: none"> ● Resource persons. ● Maps ● Nails ● Carton box ● Approved textbooks and other printed resources. ● Adapted writing and drawing resources ● Adapted digital devices 	<ul style="list-style-type: none"> ● Visiting a weather station
	1. 2 location and size of the County	a) Oral questions b) Observations c) Written tests.	<ul style="list-style-type: none"> ● Adapted digital resources. ● Maps of a County ● Strings ● Marker pens ● Tracing paper ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Drawing and displaying County maps

			<ul style="list-style-type: none"> ● Adapted writing and drawing resources. 	
	1.3 Physical features in the County	a) Oral questions. b) Written tests. c) Observation	<ul style="list-style-type: none"> ● Adapted digital resources. ● Flip charts/manila papers. ● Maps. ● Approved textbooks ● Adapted writing and drawing resources. 	<ul style="list-style-type: none"> ● Visiting a nearby/local environment
	1.4 Seasons in the County	a) Oral questions b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● adapted digital resources. ● Approved textbooks and other printed resources. ● Resource person. ● weather charts ● Adapted writing and drawing resources. 	<ul style="list-style-type: none"> ● Visiting a weather man
	1.5 Historic built environments in the County	a) Oral questions. b) Written tests. c) Portfolio	<ul style="list-style-type: none"> ● Adapted digital resources ● Maps ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Visiting nearby historical sites

			<ul style="list-style-type: none"> ● Local and extended environment. 	
	2.1 Inter-dependence of people	a) Oral questions. b) Observation. c) Written tests.	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● Adapted writing/drawing resources. 	<ul style="list-style-type: none"> ● Conducting a civic dialogue during chief barazas
	2.2 Population distribution in the County	a) Oral questions. b) Written tests. c) Observation	<ul style="list-style-type: none"> ● Adapted digital resources. ● Flip charts/manila papers. ● Approved textbooks. ● Maps 	<ul style="list-style-type: none"> ● Visiting a market place
3.0 Culture and Social Organizations	3.1 Aspects of Traditional Culture in the County.	a) Oral Questions. b) Observation.	<ul style="list-style-type: none"> ● Photographs, pictures and paintings. ● Vetted digital resources ● Approved textbooks and other printed resources. ● Museums, Monuments, ● Adapted writing resources 	<ul style="list-style-type: none"> ● Attending music festivals

	3.2 The School	<ul style="list-style-type: none"> a) Observation b) Written tests. c) Oral questions. d) Aural questions 	<ul style="list-style-type: none"> ● Chart ● Maps. ● Photographs 	<ul style="list-style-type: none"> ● Taking photographs of the school
4.0 Economic Activities	4.1 Economic Activities in the County	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. ● Photographs. ● Adapted digital devices ● Adapted writing tools 	<ul style="list-style-type: none"> ● Visiting a nearby resource centre
	4.2 Industries in the County	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet resources. ● Approved textbooks and other printed resources. ● TV/Video. ● Adapted digital devices ● Adapted writing tools 	<ul style="list-style-type: none"> ● Visiting a factory/cottage industry in the locality

	4.3 Enterprise project in School	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Starting an enterprise project at home
5.0 Governance in Kenya	5.1 Good Citizenship in school	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Internet ● Approved textbooks and other printed resources. ● Resource person. 	<ul style="list-style-type: none"> ● Participating in club activities
	5.2 Peace	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Digital or print resources ● Approved textbooks and other printed resources. ● Posters. ● Marker pens ● Manila papers ● Adapted writing / drawing resources 	<ul style="list-style-type: none"> ● Visiting chief barazas on peace

	5.3 Child Rights	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Internet ● Approved textbooks and other printed resources. ● Resource person. ● Adapted digital devices 	<ul style="list-style-type: none"> ● Visiting a resource person to talk about human rights
	5.4 Democracy in school	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Internet ● TV ● Resource person ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Participating in school election
	5.5 Children's Government in School	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Taking part in election of pupil's leaders
	5.6 Community leadership	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet ● TV ● Resource person ● Approved textbooks and other printed resources ● Adapted computers. 	<ul style="list-style-type: none"> ● Visiting a local chief/ Ass chief/ nyumba kumi leader

	5.7 The County Governments in Kenya	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet ● Adapted digital devices ● Resource person ● Approved textbooks and other printed resources ● Adapted writing resources. 	<ul style="list-style-type: none"> ● Visiting the County Assembly
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NOTE: Assessment methods may be modified to accommodate a learner’s diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with physical impairment:

S/No	Assessment Methods/Modes And Suggested Adaptations	
	Methods	Suggested Adaptations
1.	Written assessment	<ul style="list-style-type: none"> ● Typing, stamping or signing ● Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses ● Provision of Adapted digital devices and writing/drawing resources ● Adjustment of time according to individual needs ● Providing illustrations to be interpreted for activities that involve drawing ● Use of worksheets
2.	Oral or Aural assessment	<ul style="list-style-type: none"> ● Written responses ● Use of AAC (<i>Augmentative and Alternative modes of Communication</i>) e.g. <i>talking books, gestures, body movement, sign language, alphabet cards, facial expressions</i> ● Adjustment of time according to individual needs

3.	Portfolio	<ul style="list-style-type: none"> • Use of E-Portfolio • Provision of physical support • Use of assistive technology • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded
4.	Practical assessment/ Experiments	<ul style="list-style-type: none"> • Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Rest intervals according to individual needs • Environmental adaptation
5.	Project	<ul style="list-style-type: none"> • Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Environmental adaptation