



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS  
SOCIAL STUDIES**

**GRADE 5**

**FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2017

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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 5 curriculum designs build on competencies attained by learners at Grade 4. Further, they provide a basis for learners to transit to the next grade. 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 rubrics.

It is my hope that all Government agencies and other stakeholders in Education will use the designs for learners with Physical impairment 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) implemented Competency Based Curriculum (CBC) nationally in 2017. Grade 5 is the second grade of upper primary in the reformed education structure. It is second last grade in primary education as provided for in the Basic Education Act, 2013.

The reviewed Grade 5 curriculum furthers implementation of the CBC from Grade 4. *The primary education* level focuses on acquisition of social skills, literacy, numeracy, exploration and general interaction with their environment. The designs include aspects of formal, non-formal and informal curriculum f implementation. . This level 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 5 curriculum designs 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 5 and prepare them for smooth transition to *grade 6*. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG’, CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **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 21<sup>st</sup> 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 5 curriculum designs for learners with physical impairment were developed 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,

We 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 of the Grade 5 curriculum designs for learners with Physical Impairment. In relation to this, we 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 these designs. Finally, we are very grateful to the KICD Council Chairman and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design for learners with physical impairment will effectively guide the implementation of the CBC at Grade 5 and preparation of learners for transition to *Grade 6*.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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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

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons per week</b>
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
9.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **LEVEL LEARNING OUTCOMES**

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 LEARNING OUTCOMES**

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

- 1) understand, use and manage the immediate environment for individual and national development,
- 2) recognize and understand the need for, and importance of interdependence of people and nations,
- 3) acquire competencies to analyse population issues to improve quality of life,
- 4) understand and respect own and other people's culture for sustainable social interactions,
- 5) respect and appreciate human diversity to promote social cohesion and integration,
- 6) understand and appreciate human rights and civic responsibility for attainment of social justice,
- 7) apply acquired competencies in solving environmental challenges for sustainable development,
- 8) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- 9) understand the system of governance in Kenya and be willing to participate in its processes.

## SUMMARY OF STRANDS AND SUB STRANDS

	<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested number of Lessons</b>
<b>1.0</b>	<b>Natural and the Built Environments</b>	Elements of a Map	<b>(3 lessons)</b>
		Location, position and size of Kenya	(4 lessons)
		Main Physical Features in Kenya	(5 lessons)
		Weather and Climate	(4 lessons)
		The Built Environments	(4 lessons)
<b>2.0</b>	<b>People and Social Organisation</b>	Language Groups in Kenya	(5 Lessons)
		Population Distribution in Kenya	(3 lessons)
		Culture and Social Organisation of the African Traditional Education	(4 lessons)
		School Administration	(3 lessons))
<b>3.0</b>	<b>Resources and Economic Activities in Eastern Africa</b>	Resources in Kenya	(4 lessons)
		Mining in Kenya	(5 lessons)
		Fishing in Kenya	(5 lessons)
		Wildlife and Tourism in Kenya	(5 lessons)
		Development of Transport	(5 lessons)
		Development of Communication	(4 lessons)
<b>4.0</b>	<b>Political Systems</b>	Traditional Leaders in Kenya	(3 lessons)
		Early forms of Government in Kenya	(5 lessons)

		Citizenship in Kenya	(4 lessons)
		National Unity in Kenya	(3 lessons)
		Human Rights	(2 lessons)
		Democracy in Society	(2 lessons)
		National Government	(4 lessons)

## STRAND 1.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.1 Elements of a Map</b> (5 Lessons) – <i>Title</i> – <i>Frame</i> – <i>Scale</i> – <i>Compass</i> – <i>Key</i>	By the end of the Sub Strand, the learner should be able to; a) identify key elements of a map, b) illustrate key elements of a map on a sketch, c) interpret features in a map using key elements, d) appreciate the use of maps in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>• appreciate diverse opinions as they brainstorm in groups the key elements of a map, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>• locate elements of a map in groups, using a sketch map, wall map, atlas or digital maps,</li> <li>• come up with unique ideas as they draw a sketch map and label the key elements, learners with manipulation difficulties could use</li> </ul>	How do we use maps in our daily lives?



			<p>appropriate assistive technology or be provided with adapted drawing resources. They could also give instructions as a peer or learner support assistant does the actual drawing,</p> <ul style="list-style-type: none"> <li>• practice reading and interpreting a map using the key elements,</li> <li>• use digital technology to accomplish own task as they play computer games in groups, on the elements of a map (<i>digital, atlas, wall maps</i>), Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers,</li> </ul>	
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			learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, <ul style="list-style-type: none"> <li>• discuss the various areas where maps are used in their daily lives.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Digital literacy:</b> Learners use digital technology to accomplish their own task as they play computer games in groups, on the elements of a map.</li> <li>• <b>Creativity and Imagination:</b> Learners come up with unique ideas as they draw a sketch map and label the key elements.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Respect:</b> Learners appreciate diverse opinions as they brainstorm in groups the key elements of a map.</li> <li>• <b>Unity:</b> Learners take turns as they play computer games in groups, on the elements of a map.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• <b>Safety and security:</b> Experiential learning as they discuss the uses of maps in daily lives.</li> <li>• <b>Disaster Risk Reduction:</b> Learners are able to identify places that could be dangerous as they interact with the key elements of the map.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• The learner is able to apply Language skills when brainstorming the key elements of a map.</li> <li>• The learner is able to apply Creative Arts skills as they draw a sketch map and label key elements.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.2 Location, Position and Size of Kenya</b>  ( 5 Lessons)	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify countries that neighbour Kenya,</li> <li>b) locate the position of Kenya in relation to her neighbours using a compass direction,</li> <li>c) value good relations between Kenya and her neighbours.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● draw, trace or copy paste a map of Kenya and indicate her neighbours, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources. They could also give instructions as a peer or learner support assistant does the actual drawing,</li> <li>● use an atlas/appropriate media in groups to identify the position of Kenya in relation to her neighbours,</li> <li>● acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours, Learners with speech difficulties could use alternative modes of</li> </ul>	What is the position of Kenya in relation to her neighbours?

			<p>communication, during the discussion,</p> <ul style="list-style-type: none"> <li>● use appropriate media in purposive pairs, to play games on locating places on a map,</li> <li>● find out the size of Kenya using digital resources and share in class, learners with manipulation difficulties could be provided with adapted digital resources to enable them accomplish the task, they could also share their responses in written, oral or digital formats,</li> <li>● draw, trace or copy paste a map of Kenya and indicate the size in square Kilometres,</li> <li>● show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.</li> </ul>	
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**Core Competencies to be developed:**

- **Self-efficacy:** Learners acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours.
- **Learning to learn:** Learners engage in self-driven tasks as they compose songs and poems about Kenya and her neighbours.

**Values:**

**Patriotism:** Learners show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.

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

**Social cohesion:** Learners learn to co-exist as they discuss the position of Kenya in relation to her neighbours.

**Link to other subjects:**

- The learner is able to apply calculation skills in Mathematics as they find out the size of Kenya using digital resources.
- The learner is able to apply Creative Arts skills as they draw a map of Kenya and indicate her neighbours.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Natural and Historic Built Environments</b>	<b>1.3 Main physical features in Kenya</b> (3 Lessons) – <i>Relief</i> – <i>Drainage</i>	By the end of the Sub Strand, the learner should be able to; a) identify main physical features in Kenya, b) show main physical features in Kenya on a map, c) value physical features found in Kenya.	The learner is guided to: ● appreciate diverse opinions as they brainstorm in groups, and identify physical features found in Kenya (relief and drainage), learners with speech difficulties could use alternative modes of	Why are physical features useful in a country?

			<p>communication, to share their responses,</p> <ul style="list-style-type: none"> <li>● use digital technology to effectively accomplish own tasks as they locate the main physical features in Kenya, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive,</li> <li>● locate the main physical features in Kenya using a sketch</li> </ul>	
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			<p>map or atlas, learners with manipulation difficulties could be supported by peers, learner support assistant or teacher to do the activity,</p> <ul style="list-style-type: none"><li>● undertake tasks that encourage artistic expression as they draw, trace, stamp, copy paste a map of Kenya and locate the main physical features, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources. They could also give instructions as a peer or learner support assistant does the actual drawing,</li></ul>	
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			<ul style="list-style-type: none"> <li>● engage in assigned roles of collecting and displaying maps and pictures showing the main physical features in Kenya, learners could be assigned roles according to individual ability levels during this activity,</li> <li>● care for the physical features found in the immediate environment, ensure safety as the learners engage in the conservation exercise.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Digital Literacy:</b> Learners use digital technology to effectively accomplish their own tasks as they use digital and print resources to locate the main physical features in Kenya.</li> <li>● <b>Creativity and Imagination:</b> Learners undertake tasks that encourage artistic expression as they <b>draw</b> a map of Kenya and locate the main physical features.</li> </ul>				



**Values:**

- **Responsibility:** Learners engage in assigned roles as they collect and display maps and pictures showing the main physical features in Kenya.
- **Respect:** Learners appreciate diverse opinions as they brainstorm in groups to identify physical features found in Kenya.

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

- **Environmental Education:** Learners care for the physical features found in the immediate environment.

**Link to other subjects:**

The learner is able to apply Creative Arts skills as they draw a map of Kenya and locate main physical features.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Natural and Historic Built Environments</b>	<b>1.4 Weather and Climate</b> (6Lessons)	By the end of the Sub Strand, the learner should be able to; a) identify elements of weather in the environment, b) show main climatic regions in Kenya on a map, c) describe characteristics of the main climatic regions in Kenya, d) acknowledge different	The learner is guided to: ● display team spirit as they brainstorm in groups the difference between weather and climate and share with peers, ● discuss in groups elements of weather (rainfall, wind, temperature, cloud cover), learners with speech difficulties could use alternative modes of communication, to share their responses during the	Why do we experience different climatic conditions in Kenya?

		<p>climates and climatic conditions in planning for day- to- day activities.</p>	<p>discussion,</p> <ul style="list-style-type: none"> <li>● use digital maps/atlas to locate the main climatic regions of Kenya, learners with manipulation difficulties could be purposively grouped as they carry out this activity,</li> <li>● speak engagingly by using facts as they discuss in groups the characteristics of the main climatic regions in Kenya,</li> <li>● engage in assigned roles and duties as they undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class, Learners with manipulation difficulties</li> </ul>	
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			<p>could be supported by peers or learner support assistant to model and display the map,</p> <ul style="list-style-type: none"> <li>● find out from parents/guardians on the effects of extreme weather conditions and make short notes.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration:</b> Learners can speak engagingly by using facts as they discuss in groups elements of weather.</li> <li>● <b>Creativity and Imagination:</b> Learners undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity:</b> Learners display team spirit as they brainstorm in groups the difference between weather and climate.</li> <li>● <b>Responsibility:</b> Learners engage in assigned roles and duties as they undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Environmental Education: Learners become aware of weather as they brainstorm in groups the difference between weather and climate.</p>				
<p><b>Link to other subjects:</b>  The learner is able to apply Creative Arts skills to model a map of Kenya showing the main climatic regions</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.5 The Built Environments</b> (4 Lessons) – <i>Museums</i> – <i>Monuments</i> – <i>Cultural centres</i> – <i>Historical buildings</i>	By the end of the Sub Strand, the learner should be able to; a) identify main historic built environments in Kenya, b) show main historic built environments in Kenya on a map, c) apply strategies to conserve historic built environments for preservation of cultural heritage, d) appreciate need for conserving historic built environments in Kenya.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm the main historic built environments in Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● use digital/print resources to identify historic built environments, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive</li> </ul>	Why should we conserve the historic built environments?

			<ul style="list-style-type: none"> <li>● use a map of Kenya, in groups, to locate some of the historic built environments,</li> <li>● develop posters/ charts/flip cards with messages on importance of caring for historic built environments in Kenya, Learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to develop the posters/charts. They could also give instructions as a peer or learner support assistant does the actual development,</li> <li>● visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences,</li> <li>● seek advice from an</li> </ul>	
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			<p>appropriate person as they engage on ways of conserving historic built environments,</p> <ul style="list-style-type: none"> <li>● participate in conservation activities for historic built environments within the locality, learners could be assigned roles according to ability levels during the conservation exercise. Ensure safety during the activity.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Critical thinking and Problem solving:</b> Learners seek advice from an appropriate person as they engage a resource person on ways of conserving historic built environments.</li> <li>● <b>Citizenship:</b> Learners participate in conservation activities for historic built environments within the locality.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Love:</b> Learners portray a caring attitude as they participate in conservation activities for historic built environments within the locality.</li> <li>● <b>Peace:</b> Learners display tolerance as they brainstorm the main historic built environments in Kenya.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Environmental Education:</b> Learners participate in conservation activities for historic built environments within the locality.</li> </ul>				
<p><b>Link to other subjects:</b></p> <p>The learner is able to apply Agriculture and Nutrition skills as they participate in conservation of historic built environments within the locality.</p>				

## Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe characteristics of main climatic regions in Kenya.	Learner describes characteristics of main climatic regions in Kenya in detail and provides relevant examples.	Learner describes characteristics of main climatic regions in Kenya.	Learner describes characteristics of main climatic regions in Kenya omitting minor details.	Learner describes characteristics of main climatic regions in Kenya omitting major details.
Ability to illustrate key elements of a map on a sketch.	Learner illustrates key elements of a map on a sketch with examples.	Learner illustrates key elements of a map on a sketch.	Learner illustrates 2-3 key elements of a map on a sketch.	Learner illustrates less than 2 key elements of a map on a sketch.
Ability to locate the position of Kenya in relation to her neighbours using a compass	Learner locates the position of Kenya in relation to her neighbours using a compass direction with detailed descriptions.	Learner locates the position of Kenya in relation to her neighbours using a compass direction.	Learner locates the position of Kenya in relation to her neighbours using a compass direction with limited descriptions.	Learner locates the position of Kenya in relation to her neighbours using a compass direction with inconsistent descriptions.

direction.				
Ability to locate the main physical features in Kenya on a map.	Learner locates the main physical features in Kenya on a map with detailed descriptions.	Learner locates main physical features in Kenya on a map.	Learner locates main physical features in Kenya on a map leaving out minor descriptions.	Learner locates main physical features in Kenya on a map leaving out major descriptions.
Ability to show main climatic regions in Kenya on a map.	Learner shows the main climatic regions in Kenya on a map without errors and provides direction.	Learner shows the main climatic regions in Kenya on a map.	Learner shows the main climatic regions in Kenya on a map with minimal errors.	Learner shows the main climatic regions in Kenya on a map with major errors.
Ability to show the main historic built environments in Kenya on a map.	Learner shows the main historic built environments in Kenya on a map with detailed descriptions.	Learner shows the main historic built environments in Kenya on a map.	Learner shows 2 to 3 main historic built environments in Kenya on a map.	Learner shows less than 2 main historic built environments in Kenya on a map.



**STRAND 2.0: PEOPLE AND SOCIAL ORGANISATIONS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>2.0 People and Social Organisations</b></p>	<p><b>2.1 Language Groups in Kenya</b> (5 Lessons)</p> <ul style="list-style-type: none"> <li>- <i>Ni- lo- tes</i></li> <li>- <i>Ban- tus</i></li> <li>- <i>Cus- hite- s</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify main language groups in Kenya,</li> <li>b) explain benefits of interdependence of language groups in Kenya,</li> <li>c) show the interdependence of language groups in Kenya,</li> <li>d) appreciate the interdependence of language groups.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm the main language groups in Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● appreciate importance of oneness irrespective of individual differences as they discuss ways in which different language groups depend on each other in Kenya,</li> <li>● engage a resource person to find out the benefits of interdependence of</li> </ul>	<p>How do we benefit by interacting with different language groups in Kenya?</p>

			<p>language groups in Kenya,</p> <ul style="list-style-type: none"> <li>● develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya, learners could be assigned roles according to individual ability levels during the role play,</li> <li>● listen keenly and actively showing understanding of concepts as they compose poems and songs that depict interdependence during cultural events,</li> <li>● narrate African stories on the origin of various language groups</li> </ul>	
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			in Kenya, learners could give oral or written narrations.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> Learners develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya.</li> <li>● <b>Communication and Collaboration:</b> Learners listen keenly and actively showing understanding of concepts as they compose poems and songs that depict interdependence during cultural events.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity:</b> Learners discuss in groups ways in which different language groups depend on each other in Kenya.</li> <li>● <b>Respect:</b> Learners value human dignity as they narrate African stories on the origin of various language groups in Kenya.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social cohesion: Learners work together harmoniously as they compose poems and songs that depict interdependence during cultural events.</p>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● The learner is able to apply Language skills as they compose poems and songs that depict interdependence during cultural events.</li> <li>● The learner is able to apply Language skills as they <b>narrate</b> and share African stories on the origin of various language groups in Kenya.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 People and Social Organisations</b>	<b>2.2 Population distribution in Kenya</b> (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the effects of population density in different regions in Kenya,</li> <li>b) show areas of high and low population density in Kenya on a map,</li> <li>c) acknowledge the impact of population distribution in Kenya.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● value ideas of others as they brainstorm, areas of high and low population density in Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● use digital or print resources to locate areas of high and low population density in Kenya, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity</li> </ul>	How is population distribution useful in Kenya?

			<p>should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> <li>● describe procedure followed in doing defined tasks and give feedback as they shade areas of low and high population density on a sketch map of Kenya,</li> <li>● take turns as they create a skit that depicts the impact of population distribution in Kenya, learners could be assigned roles according to individual ability levels during the creation and performance of the skit.</li> </ul>	
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**Core Competencies to be developed:**

Communication and collaboration: Learners describe procedure followed in doing defined tasks and give feedback as they shade in pairs, areas of low and high population density on a sketch map of Kenya.

**Values:**

- **Unity:** Learners take turns as they create a skit that depicts the impact of population distribution in Kenya.
- **Respect:** Learners value ideas of others as they brainstorm areas of high and low population density in Kenya.

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

Social cohesion: Learners work together harmoniously as they take turns to create a skit that depicts the impact of population distribution in Kenya.

**Link to other subjects:**

The learner is able to apply speaking skills in Languages as they present feedback to their peers on areas of low and high population density on a sketch map of Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 People and Social Organisations</b>	<b>2.3 African Traditional Education</b> (4 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify methods of instruction used in African traditional education, b) explain importance of African traditional education in promoting values, c) apply African traditional education in promoting values, d) appreciate the role of African traditional	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm the meaning of African traditional education,</li> <li>● discuss with peers, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs, learners with speech difficulties could use alternative modes of communication during the discussion,</li> <li>● listen keenly and actively</li> </ul>	How does African traditional education promote values in our community?

		<p>education in promoting values.</p>	<p>as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education, learners could be appropriately positioned as they watch the videos or observe pictures,</p> <ul style="list-style-type: none"> <li>● engage with a resource person on methods of instruction used in African traditional education,</li> <li>● discuss the importance of African traditional education in promoting values,</li> <li>● design posters on methods of instruction used in African traditional education, learners with manipulation difficulties could use appropriate</li> </ul>	
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			<p>assistive technology or be provided with adapted drawing/writing resources to design the posters. They could also give instructions as a peer or learner support assistant does the actual design,</p> <ul style="list-style-type: none"><li>● participate in the community and contribute to a better world through informed, ethical and peaceful actions as they give a summary of an aspect of African traditional education and share the information in class, learners could share orally, in written or digital formats,</li></ul>	
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			<ul style="list-style-type: none"> <li>● find out from parents/guardians the methods of instruction used in African traditional education and share in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration:</b> Learners listen keenly and actively as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.</li> <li>● <b>Citizenship:</b> Learners participate in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education and share the information in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Integrity:</b> Learners enhance self-discipline as they engage with a resource person on methods of instruction used in African traditional education.</li> <li>● <b>Unity:</b> Learners enhance turn taking in activities and conversation as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Social Cohesion:</b> Learners enhance understanding of self and others as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.</li> </ul>				
<p><b>Links to other Subjects:</b></p> <p>The learner is able to apply speaking and listening skills in Languages as they discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles, and proverbs.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 People and Social Organisations</b>	<b>2.4 School administration</b> (3 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify administrative leaders in a school,</li> <li>b) state duties of administrative leaders in a school,</li> <li>c) illustrate administrative structure of a school,</li> <li>d) appreciate work done by administrative leaders in school.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss the administrative leaders in school, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion,</li> <li>● contribute to group decision making as they discuss the order of administration in school,</li> <li>● use digital or print resources to state duties of administrative leaders in school, Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher</li> </ul>	How is school administration organised?

			<p>to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> <li>● work collaboratively as they share with parents or guardians the duties of school administrators,</li> <li>● draw and display in class the administrative structure of the school, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources. They could also give instructions as a peer or learner support assistant does the actual drawing. Learners with mobility difficulties could be supported by peers, learner support assistant or teacher to display their charts.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to Learn: Learners work collaboratively as they share with parents or guardians the duties of school administrators.
- Communication and Collaboration: Learners contribute to group decision making as they discuss in groups the order of administration in school.

**Values:**

- Love: Learners share resources as they think, pair and share the administrative leaders in school.
- Respect: Learners appreciate diverse opinions as they discuss in groups the order of administration in school.

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

- Citizenship: Learners discuss in groups the order of administration in school.
- Social cohesion: Learners share with parents or guardians the duties of school administrators.

**Link to other subjects:**

- The learner is able to apply communication skills in Languages when discussing the order of administration in school.
- The learner is able to apply drawing skills from Creative Arts when drawing and displaying in class the administrative structure of the school.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the benefits of interdependence of language groups in Kenya.	Learner explains benefits of interdependence of language groups in Kenya with a smooth flow of ideas and provides relevant examples.	Learner explains benefits of interdependence of language groups in Kenya.	Learner explains benefits of interdependence of language groups in Kenya but mixes up minor ideas.	Learner explains benefits of interdependence of language groups in Kenya mixes up major ideas.
Ability to identify methods of instruction used in African traditional education.	Learner identifies and explains methods of instruction used in African traditional education with examples.	Learner identifies methods of instruction used in African traditional education.	Learner identifies some of the methods of instruction used in African traditional education.	Learner identifies some of the methods of instruction used in African traditional education with gaps in flow and consistency.

Ability to show areas of high and low population density in Kenya on a map.	Learner shows areas of high and low population density in Kenya on a map without errors and provides justifications.	Learner shows areas of high and low population density in Kenya on a map.	Learner shows areas of high and low population density in Kenya on a map with minor errors.	Learner shows areas of high and low population density in Kenya on a map with major errors.
Ability to illustrate the administrative structure of a school.	Learner illustrates the administrative structure of a school with detailed description.	Learner illustrates the administrative structure of a school.	Learner illustrates the administrative structure of a school leaving out minor details.	Learner illustrates the administrative structure of the school leaving out major details.

### STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities</b>	<b>3.1 Resources in Kenya</b> (3 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify resources found in Kenya,</li> <li>b) explain in the benefits of using available resources prudently,</li> <li>c) illustrate ways in which available resources can be used sustainably,</li> <li>d) appreciate resources available in society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on resources found in Kenya such as land, minerals, water, wildlife and forests, learners with speech difficulties could use alternative modes of communication to share their responses,</li> <li>● take a nature walk or move around the school locality to collect samples of resources found in the locality and share their findings in class, learners with mobility difficulties could be given physical support from peers, learner support assistant or teacher as they move within the locality. Ensure the safety as they move around the</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use resources prudently?</li> <li>2. How can we conserve resources in our society?</li> </ol>

			<p>school environment,</p> <ul style="list-style-type: none"> <li>● state the benefits of using available resources prudently,</li> <li>● engage a resource to find out the benefits of using available resources prudently,</li> <li>● search online or use available print media on the ways in which available resources can be used sustainably,</li> <li>● write articles/come up with sensitisation messages on prudent use of resources found in Kenya, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type the articles/messages.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they take a nature walk around the school locality to identify resources and share.
- Critical Thinking and Problem solving: Learners follow simple instructions to solve and seek help as they collect samples of resources found within the environment and display them in class.

**Values:**

Responsibility as learners engage a resource person to find out the benefits of using available resources prudently.

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

Environmental issues: Learners demonstrate care as they search online or use available print media on the ways in which available resources can be use sustainably.

**Link to other subjects:**

The learner is able to apply the concept of caring from Agriculture and Nutrition as they learn about prudent use of available resources for sustainability.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>3.0 Resources and Economic Activities</b>	<b>3.2 Mining in Kenya</b> (3 Lessons) – <i>Soda ash</i> – <i>Diatomite</i> – <i>Limestone</i> – <i>Salt</i> – <i>Petroleum</i>	By the end of the Sub Strand, the learner should be able to: a) identify major minerals found in Kenya, b) examine importance of minerals in Kenya,	The learner is guided to: ● brainstorm on minerals found in Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses, ● use digital or print	1. How do we benefit from the minerals found in our country? 2. How does the government promote mining in Kenya?

		<p>c) use the map of Kenya to locate major minerals,</p> <p>d) acknowledge the contribution of mining to the economy of Kenya.</p>	<p>resources to identify minerals found in Kenya, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, 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"> <li>● draw, trace, stamp or copy paste a map of Kenya and locate major minerals, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to draw, they could also give</li> </ul>	
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			<p>instructions as a peer or learner support assistant does the actual drawing,</p> <ul style="list-style-type: none"> <li>● engage with a resource person to discuss the importance of minerals in society,</li> <li>● create posters on contribution of mining to the economy of Kenya,</li> <li>● visit a mining site/quarry or use digital devices or watch documentary on the importance of mining in our country and write a report, learners with mobility difficulties could be given physical support from peers, learner support assistant to move during the visit, ensure safety as learners carry out this activity.</li> <li>● generate new ideas as</li> </ul>	
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			they create posters on the contribution of mining to the economy of Kenya.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Creativity and Imagination: Learners generate new ideas as they create posters on the contribution of mining to the economy of Kenya.</li> <li>● Learning to Learn: Learners engage with a resource person to discuss the importance of minerals in society.</li> </ul>				
<b>Values:</b>				
Love: Learners avoid inflicting emotional pain on others as they in pairs create posters on the importance of mining in Kenya.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Creative Thinking skills: Learners enhance creative thinking skills as they create posters on the importance of mining in Kenya.				
<b>Link to other subjects:</b>				
The learner is able to apply Creative Arts skills as they create posters on the importance of mining in Kenya.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities</b>	<b>3.3 Fishing in Kenya</b> (4 Lessons) – <i>Lake Victoria</i> – <i>Lake Turkana</i>	By the end of the Sub Strand, the learner should be able to: a) identify main inland fishing grounds in Kenya, b) locate main inland fishing grounds in	The learner is guided to: ● brainstorm on the main inland fishing grounds in Kenya using digital resources/print media, ● draw, trace or copy paste a map of Kenya showing the	Why is fishing important in our country?

	<ul style="list-style-type: none"> <li>– <i>Lake Naivasha</i></li> <li>– <i>River Tana and River Athi</i></li> </ul>	<p>Kenya,</p> <ul style="list-style-type: none"> <li>c) explain contribution of fishing to the economy of Kenya,</li> <li>d) recognize fishing as an economic activity.</li> </ul>	<p>main inland fishing grounds, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to draw the map, they could also give instructions as a peer or learner support assistant draws,</p> <ul style="list-style-type: none"> <li>● show concerted effort to details as they discuss the contribution of fishing to the economy of Kenya and report in class, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion,</li> <li>● find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary, learners</li> </ul>	
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			<p>with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their work,</p> <ul style="list-style-type: none"> <li>● engage with a resource person to discuss the contribution of fishing to the economy of Kenya,</li> <li>● demonstrate creativity as they develop posters on the importance of fishing in Kenya and share, learners with manipulation difficulties could use adapted drawing resources or their digital resources to develop the posters.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Self-Efficacy:</b> Learners show concerted effort to details as they discuss in groups methods of inland fishing in Kenya and report in class.</li> <li>● <b>Citizenship:</b> Learners demonstrate creativity as they develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community.</li> </ul>				

**Values:**

- **Unity:** Learners take turns in activities as they illustrate in groups fishing methods used in Kenya, display in class and do a gallery walk to appreciate each other's work.
- **Respect:** Learners show positive regard for self and others as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary.

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

Creativity thinking skills: Learners enhance the skills of creative thinking as they draw a map of Kenya showing the main inland fishing grounds.

**Link to other subjects:**

The learner is able to apply Agriculture and Nutrition skills as they find out from relevant sources the contribution of fishing to the economy of Kenya and write a summary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities</b>	<b>3.4 Wildlife and Tourism in Kenya</b> (5 Lessons) – <i>Wildlife</i> – <i>Historical Sites</i> – <i>Natural Sceneries</i>	By the end of the Sub Strand, the learner should be able to: a) identify main tourist attractions in Kenya, b) locate main game reserves and national parks in Kenya, c) explain contributions	The learner is guided to: ● discuss and share on who is a tourist, learners with speech difficulties could use alternative modes of communication during the discussion and sharing, ● using digital or print resources to identify tourist attractions in Kenya using	Why is wildlife important?

		<p>of wildlife and tourism to the economy,</p> <p>d) acknowledge the contribution of wildlife and tourism to the economy of Kenya.</p>	<p>appropriate media, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, 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"> <li>● speak clearly and effectively as they brainstorm on main tourist attractions in Kenya,</li> <li>● brainstorm on the difference between a game reserve and a national park,</li> <li>● draw, trace or copy paste a map of Kenya and show the main game reserves and national parks (<i>Nairobi National Park, Tsavo National Park,</i></li> </ul>	
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			<p><i>Amboseli National Park, Maasai Mara Game reserve and Kakamega National Forest Game Reserve</i>), learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to draw the map. They could also give instructions as a peer or learner support assistant does the actual drawing,</p> <ul style="list-style-type: none"> <li>● discuss the contributions of wildlife and tourism to the economy and do a presentation in class,</li> <li>● speak clearly and effectively as they brainstorm and list down the contribution of tourism to the economy of Kenya,</li> <li>● display team spirit as</li> </ul>	
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			<p>they debate on the contribution of tourism to the economy of Kenya,</p> <ul style="list-style-type: none"> <li>● write an essay on the contribution of tourism to the economy of Kenya, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> Learners share what they have learnt as they write an essay on the contribution of tourism to the economy of Kenya.</li> <li>● <b>Communication and Collaboration:</b> Learners speak clearly and effectively as they brainstorm on main tourist attractions in Kenya.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity:</b> Learners display team spirit as they debate on the contribution of tourism to the economy of Kenya.</li> <li>● <b>Responsibility:</b> Learners engage in tasks as they write an essay on the contribution of tourism to the economy of Kenya.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social Cohesion: Learners work together as they write essays on the contribution of tourism to the economy of Kenya.</p>				
<p><b>Link to other Subjects:</b>  The learner is able to apply Language skills as they write an essay on the contribution of tourism to the economy of Kenya.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities</b>	<b>3.5 Development of Transport</b> (5 Lessons),	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>outline main forms of early transport to facilitate movement of goods and services,</li> <li>identify modern forms of transport in Kenya,</li> <li>explore ways of maintaining road safety in society,</li> <li>apply safety precautions in using means of transport,</li> <li>appreciate the role of modern forms of transport in national development.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm the meaning of transport,</li> <li>use digital or print resources to find out the main early forms of transport (<i>Human portorage, pack animals, logging/Log and boats, Rafts</i>) and share in class, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive.</li> <li>sketch the early forms of transport and present in class,</li> </ul>	<p>Why is transport important in development?</p>

			<p>learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to do the sketches,</p> <ul style="list-style-type: none"> <li>● share information about modern forms of transport in Kenya,</li> <li>● using digital or print resources identify modern forms of transport in Kenya,</li> <li>● <b>write down modern forms of transport identified and share in class,</b></li> <li>● exchange new ideas as they draw, trace or copy paste the road signs in Kenya and display them in class, learners with mobility and manipulation difficulties could be supported by peers to display their work,</li> <li>● <b>role play safe practises of a pedestrian and present in class (<i>walking instead of running, walk on a line/single</i></b></li> </ul>	
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			<p><i>file</i>),</p> <ul style="list-style-type: none"> <li>● find out ways of observing road safety in Kenya using digital or print resources and write a report, learners with manipulation difficulties could be supported by a scribe or peer to write or type their reports,</li> <li>● role play how to observe traffic rules while using the road, learners could be assigned roles according to individual ability levels during the role play.</li> </ul>	
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**Core Competencies to be developed:**

- **Self-Efficacy:** Learners develop self-confidence as they use digital or print resources to find out the main early forms of transport and share in class.
- **Creativity and Imagination:** Learners exchange new ideas as they draw the road signs in Kenya and display them in class.

**Values:**

- **Unity:** Learners display team spirit as they role play how to observe traffic rules while using the road.
- **Peace:** Learners demonstrate love for their own community as they exchange new ideas, draw the road signs in Kenya and display them in class.

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

- Nationalism: Learners display national pride, find out ways of observing road safety in Kenya using digital or print resources and write a report.
- Child Road Safety: Learners work harmoniously as they role play how to observe traffic rules while using the road.

**Link to other subjects:**

The learner is able to apply Creative Arts skills as they role play how to observe traffic rules while using the road.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities</b>	<b>3.6 Development of Communication</b> (4 Lessons) <i>Traditional forms :</i> <ul style="list-style-type: none"> <li>• <i>Ululations</i></li> <li>• <i>Drumming</i></li> <li>• <i>Fire and smoke signals</i></li> </ul> <i>Modern forms</i> <ul style="list-style-type: none"> <li>• <i>Mobile phones</i></li> <li>• <i>Television</i></li> <li>• <i>Radio</i></li> <li>• <i>Newspapers</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline main early forms of communication to facilitate social interactions,</li> <li>b) explore modern means of communication in Kenya,</li> <li>c) illustrate modern means of communication used in their community,</li> <li>d) recognize role of modern means of</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• portray responsible online behaviour as they use digital or print resources to find out the main early forms of communication and share in class, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,</li> <li>• sketch the early forms of</li> </ul>	Why is communication important?

		<p>communication in Kenya.</p>	<p>communication and present in class,</p> <ul style="list-style-type: none"> <li>● speak clearly as they discuss , modern means of communication using appropriate media, learners with speech difficulties could use alternative modes of communication during the discussion,</li> <li>● collaborate with others as they discuss modern means of communication in Kenya using digital resources/ print media,</li> <li>● draw, trace or copy paste different modern means of communication and display in class, learners with manipulation and mobility difficulties could be supported by their peers or learner support assistant to draw and</li> </ul>	
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			display their work, <ul style="list-style-type: none"> <li>● undertake group activities as they role-play use of various modern means of communication, learners could be assigned roles according to individual ability levels during the role play.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Critical Thinking and Problem Solving:</b> Learners undertake group activities as they role-play the use of various modern means of communication.</li> <li>● <b>Creativity and Imagination:</b> Learners undertake group activities as they role-play use of various modern means of communication.</li> </ul>				
<b>Values:</b> Unity: Learners collaborate with others as they discuss modern means of communication in Kenya.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Internet Safety: Learners portray responsible online behaviour as they use digital devices to find out the main early forms of communication and share in class.				
<b>Link to other subjects:</b> The learner is able to apply the concept of use of technology in communication in Science and Technology as they discuss modern means of communication.				

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify resources found in Kenya.	Learner identifies resources found in Kenya with details.	Learner identifies resources found in Kenya.	Learner identifies resources found in Kenya with few details.	Learner identifies some resources found in Kenya with no details.
Ability to examine the importance of minerals in Kenya.	Learner examines the importance of minerals in Kenya with details.	Learner examines the importance of minerals in Kenya.	Learner examines the importance of 3 to 4 minerals in Kenya.	Learner examines the importance of less than 3 minerals in Kenya.
Ability to explain the contribution of fishing to the economy of Kenya.	Learner explains the contribution of fishing to the economy of Kenya in details.	Learner explains the contribution of fishing to the economy of Kenya.	Learner explains the contribution of fishing to the economy of Kenya omitting minor details.	Learner explains the contribution of fishing to the economy of Kenya omitting major ideas.

Ability to explore ways of maintaining road safety in society.	Learner explores ways of maintaining road safety in society in detail providing relevant examples.	Learner explores ways of maintaining road safety in society.	Learner explores ways of maintaining road safety in society omitting minor details	Learner explores some ways of maintaining road safety in society omitting major details.
Ability to outline the main early forms of communication to facilitate social interactions.	Learner outlines the main early forms of communication to facilitate social interactions in varied contexts.	Learner outlines the main early forms of communication to facilitate social interactions.	Learner outlines two main early forms of communication to facilitate social interactions.	Learner outlines less than two main early forms of communication to facilitate social interactions.
Ability to locate the main inland fishing grounds in Kenya.	Learner locates the main inland fishing grounds in Kenya with details.	Learner locates the main inland fishing grounds in Kenya.	Learner locates main inland fishing grounds in Kenya omitting minor details.	Learner locates main inland fishing grounds in Kenya omitting major details.
Ability to locate game reserves and national parks	Learner locates the main game reserves and national parks in Kenya without errors	Learner locates the main game reserves and national parks in Kenya.	Learner locates some of the main game reserves and national parks in Kenya with a few errors.	Learner locates the main game reserves and national parks in

parks in Kenya.	and provides direction.			Kenya with many errors.
Ability to illustrate and apply safety precautions in using means of transport.	Learner illustrates and applies safety precautions in using means of transport in varied contexts.	Learner illustrates and applies safety precautions in using means of transport.	Learner illustrates and applies safety precautions in using means of transport in some contexts.	Learner illustrates and applies safety precautions in using means of transport in limited contexts.
Ability to illustrate the modern means of communication used in their community.	Learner illustrates modern means of communication used in their community in detail.	Learner illustrates modern means of communication used in their community.	Learner illustrates modern means of communication used in their community leaving out minor details.	Learner illustrates modern means of communication used in their community leaving out major details.

## STRAND 4: POLITICAL SYSTEMS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.1 Traditional Leaders in Kenya</b> (4 Lessons) – <i>Kivoi wa Mwendwa</i> – <i>Mekatilili wa Menza</i>	By the end of the Sub Strand, the learner should be able to: a) outline leadership qualities of selected traditional leaders in Kenya, b) illustrate contributions of selected traditional leaders in Kenya, c) recognize the role of traditional leaders in the community.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen keenly and actively and show understanding of other people’s perspective as they brainstorm leadership qualities of the selected traditional leaders in Kenya, ), learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● observe pictures of selected traditional leaders in Kenya using appropriate media, learners could be appropriately positioned as they observe the pictures,</li> <li>● develop self-discipline as they gather information in groups, and do a write up on the contributions of</li> </ul>	Why are traditional leaders important in the community?

			<p>selected traditional leaders in Kenya, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to do their write ups,</p> <ul style="list-style-type: none"> <li>● illustrate the contributions of selected traditional leaders in Kenya using charts and display in class, learners with manipulation and mobility difficulties could use appropriate assistive technology or be provided with adapted drawing resources or be supported by peers, learner support assistant or teacher to draw and display the charts,</li> <li>● collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya,</li> <li>● draw, trace, copy paste,</li> </ul>	
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			colour and display in class pictures of selected traditional leaders.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration:</b> Learners listen keenly and actively and show understanding of other people’s perspective as they brainstorm, in pairs on who is a traditional leader.</li> <li>● <b>Learning to learn:</b> Learners develop self-discipline as they work collaboratively as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity:</b> Learners enhance cooperation as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya.</li> <li>● <b>Patriotism:</b> Learners show dedication as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship Education:</b> Learners develop ethnic and racial relationships as they observe pictures of selected traditional leaders in Kenya using appropriate media.</li> <li>● <b>Social Cohesion:</b> Learners understand the ethnic diversity of traditional leaders in Kenya as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● The learner is able to apply speaking and listening skills in Languages as they brainstorm in groups leadership qualities of the selected traditional leaders in Kenya.</li> <li>● The learner is able to apply drawing skills from Creative Arts as they draw, colour and display in class pictures of selected traditional leaders.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.2 Early forms of Government in Kenya</b> (6 Lessons) – <i>Maasai</i> – <i>Ameru</i>	By the end of the Sub Strand, the learner should be able to; a) describe early forms of government among selected communities in Kenya, b) compare early forms of government of the Maasai and Ameru, c) apply best practices from early forms of government among selected communities in Kenya to modern governance, d) appreciate the importance of early forms of governance in Kenya.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm in pairs on forms of government in their community and share in class, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● communicate effectively in digital media and space as they use digital or print resources to describe early forms of government, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources.</li> </ul>	How were communities ruled in the past?



			<p>Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> <li>● find out from the library or relevant sources the early forms of government among the <i>Maasai</i> and <i>Ameru</i> and present their findings in class, learners could make oral, written or electronic presentations of findings in class,</li> <li>● develop a chart to illustrate the differences and similarities in early forms of government among the <i>Maasai</i> and the <i>Ameru</i>, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing/writing resources to develop the charts,</li> <li>● show originality as they</li> </ul>	
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			<p>create a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i>, learners with manipulation difficulties could be supported by peers or a scribe to create the journal,</p> <ul style="list-style-type: none"> <li>● role play early forms of government among the <i>Maasai</i> or the <i>Ameru</i>, learners could be assigned roles according to individual ability levels during the role play.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: Learners communicate effectively in digital media and space as they use appropriate media to describe early forms of government in Kenya.</li> <li>● Creativity and Imagination: Learners show originality as they create a simple journal on what they have learnt about early forms of government in Kenya.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: Learners engage in assigned roles and duties as they create a simple journal on what they have learnt about early forms of government.</li> <li>● Respect: Learners appreciate diverse opinions about the Maasai as they brainstorm in pairs on forms of leadership in their community and share.</li> </ul>				

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

- Learner Support Programmes: Learners engage in civic guidance as they use appropriate media to describe early forms of government among the Maasai and Ameru.
- Social cohesion: Learners role play early forms of government among the *Maasai* or the *Ameru*.

**Link to other subjects:**

- The learner is able to apply performing skills in Creative Arts as they role play early forms of government among the Maasai or the Ameru.
- The learner is able to apply speaking and listening skills from Languages as they brainstorm on forms of leadership in their community and share in class.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 Political Systems and Governance</b>	<b>4.3 Citizenship in Kenya</b> (3 Lessons)	By the end of the Sub Strand, the learner should be able to: a) state how one becomes a citizen in Kenya, b) explain requirements for dual citizenship in Kenya, c) demonstrate good citizenship for personal and social	The learner is guided to: ● discuss with peers ways of becoming a Kenyan citizen, learners with speech difficulties could use alternative modes of communication during the discussion, ● use digital resources to find out ways of becoming a Kenyan	How can we promote responsible citizenship?

		<p>wellbeing,  d) appreciate being a good citizen in the community.</p>	<p>citizen and share in class, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> <li>● debate on dual citizenship in Kenya,</li> <li>● develop communication messages on good citizenship in our country, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted</li> </ul>	
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			<p>drawing/writing resources or be supported by peers or learner support assistant to develop the communication messages.</p> <ul style="list-style-type: none"> <li>● write an essay on what may happen if one lost Kenyan citizenship, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays,</li> <li>● create and recite poems on Kenyan citizenship,</li> <li>● develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school.</li> </ul>	
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**Core Competencies to be developed:**

- Self-efficacy: Learners practise self-drive as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- Citizenship: Learners develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school.

**Values**

- Social Justice: Learners enhance democracy as they create and recite poems on Kenyan citizenship.
- Integrity: Learners display self-discipline as they write an essay on what may happen if one lost Kenyan citizenship.

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

- Safety and Security: Learners enhance patriotism as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- Peace Education: Learners acknowledge self and others as they sing songs on good Kenyan Citizenship.

**Links to other subjects:**

The learner is able to apply singing skills in Creative Arts as they sing songs on good Kenyan Citizenship.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.4 National Government</b> ( 4 Lessons) – <i>The Executive,</i> – <i>The Legislature</i> – <i>The Judiciary</i>	By the end of the Sub Strand, the learner should be able to: a) describe the three arms of the National Government in Kenya, b) illustrate the three arms of National Government in Kenya,	The learner is guided to: ● appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class, learners with speech difficulties could use alternative modes of	How does the government work?

		<p>c) desire to participate in national governance in the country.</p>	<p>communication, to share their responses,</p> <ul style="list-style-type: none"> <li>● appreciate effort of others as they discuss the three arms of government using appropriate media and list them down, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write/ type their work,</li> <li>● engage effectively with others as they find out the three arms of government in Kenya using relevant sources,</li> <li>● undertake tasks as they illustrate the three arms of the National Government in Kenya and display them in class, learners with manipulation and mobility difficulties could be supported by</li> </ul>	
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			peers, learner support assistant or a scribe to make and display the illustrations.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship:</b> Learners engage effectively with others as they find out the three arms of government in Kenya using relevant sources.</li> <li>● <b>Creativity and Imagination:</b> Learners undertake tasks as they illustrate and display in class the composition of the three arms of National Government in Kenya.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility:</b> Learners engage in assigned roles and duties as they find out the three arms of government in Kenya using relevant sources.</li> <li>● <b>Unity:</b> Learners appreciate the effort of others as they discuss the three arms of government using appropriate media and list them down.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism and good governance:</b> Learners enhance good governance at all levels as they Illustrate and display in class the three arms of the National Government in Kenya.</li> <li>● <b>Peace Education:</b> Learners appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class.</li> </ul>				
<p><b>Link to other subjects:</b> The learner is able to apply drawing skills in Creative Arts when illustrating the three arms of the National Government in Kenya and display them in class.</p>				



### Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to illustrate contributions of selected traditional leaders in the Kenya.	Learner illustrates all the contributions of selected traditional leaders in the Kenya in details.	Learner illustrates contributions of selected traditional leaders in the Kenya.	Learner illustrates contributions of selected traditional leaders in Kenya with minor omissions.	Learner illustrates contributions of selected traditional leaders in the Kenya leaving out major details.
Ability to compare early forms of Government of the <i>Ameru</i> and the <i>Maasai</i> .	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> giving all specific details.	Learner compares early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> .	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> leaving out minor details.	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> leaving out major details.
Ability to explain the requirements for dual citizenship in Kenya.	Learner explains the requirements for dual citizenship in Kenya under different contexts.	Learner explains the requirements for dual citizenship in Kenya.	Learner explains some of the requirements for dual citizenship in Kenya but mixes up minor ideas.	Learner explains the requirements for dual citizenship in Kenya but mixes up major ideas..
Ability to explain the importance	Learner explains the importance of human rights in society in	Learner explains the importance of human rights in society.	Learner explains the importance of human rights in society leaving	Learner explains the importance of human rights in

of human rights in society	detail and provides examples.		out some details.	society leaving out major details.
Ability to identify types of democracy in Kenya.	Learner identifies types of democracy in Kenya with a smooth flow of ideas citing examples.	Learner identifies types of democracy in Kenya.	Learner identifies types of democracy in Kenya but mixes up minor ideas.	Learner identifies some types of democracy in Kenya but mixes up major ideas.

## STRAND 5.0: GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Governance</b>	<b>5.1 National Unity in Kenya</b> (3 Lessons) – <i>National Symbols</i> – <i>National Days</i> – <i>National languages</i>	By the end of the Sub Strand, the learner should be able to: a) identify national symbols in Kenya, b) explain factors which promote national unity in Kenya, c) illustrate ways of overcoming challenges of national unity, d) develop national awareness to enhance social cohesion among diverse communities, e) embrace a sense of nationhood and patriotism for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on national symbols in Kenya. (<i>The Coat of arms, The national flag, the national anthem and the Public Seal</i>) and share in class, learners with speech difficulties could use alternative communication modes to share their ideas in class,</li> <li>● use appropriate media to identify the national symbols in Kenya and share with others in class,</li> <li>● undertake tasks that encourage artistic expression of ideas as they draw, trace or copy paste and colour the</li> </ul>	How can we promote National unity in our country?

			<p>national symbols in Kenya using the locally available materials (<i>The Coat of arms, The national flag and the Public Seal</i>), learners with manipulation difficulties could use adapted drawing resources or be supported by peers, learner support assistant or a scribe to draw and colour the national symbols in Kenya,</p> <ul style="list-style-type: none"> <li>● brainstorm factors which promote national unity in Kenya,</li> <li>● use appropriate media to establish factors which promote national unity in Kenya,</li> <li>● engage a resource person to talk about ways of overcoming challenges of national</li> </ul>	
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			<p>unity,</p> <ul style="list-style-type: none"> <li>● role play national awareness to enhance social cohesion among diverse communities, learners could be assigned roles according to ability levels during the role play,</li> <li>● write down or type and sing, hum, clap, tap or nod to the rhythm of the three stanzas of the National anthem of Kenya as sign of national awareness,</li> <li>● find out from parents/ guardians or elders about the National days in Kenya,</li> <li>● write a report about National days in Kenya and share in class, learners with manipulation difficulties could be</li> </ul>	
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			supported by peers, a scribe or learner support assistant to write or type their reports.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: Learners understand the impact of a person's rights and responsibilities in society as they brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>).</li> <li>● Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they draw and colour the national symbols in Kenya using the locally available materials. (<i>The Coat of arms. The national flag and the Public Seal</i>).</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Patriotism: learners show love for their country as they Sing and write down in groups, the three stanzas of the National anthem of Kenya.</li> <li>● Unity: Learners display team spirit as they think, pair and share national symbols in Kenya. (<i>The Coat of arms. The national flag, the national anthem and the Public Seal</i>).</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Human Rights and Responsibilities: Learners enhance cohesiveness as they brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>).</li> <li>● Patriotism and Good Governance: Learners demonstrate patriotism as they sing and write down in groups, the three stanzas of the National anthem of Kenya</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● The learner is able to apply performing skills from Creative Arts when singing and writing down the three stanzas of the National anthem of Kenya.</li> <li>● The learner is able to apply functional writing skills in Languages to write a report about National days in Kenya and share in class.</li> </ul>				

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Governance</b>	<b>5.2 Human Rights</b> (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify basic human rights in Kenya, b) explain importance of human rights in society, c) create awareness on importance of respecting human rights in society, d) apply assertiveness to protect human rights in society, e) appreciate importance of respecting human rights in society.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of Human Rights and share in class, learners with speech difficulties could use alternative modes of communication, to share their responses,</li> <li>● undertake tasks that will enable them to come up with new ideas as they identify the basic human rights in Kenya using appropriate media and share in class,</li> <li>● discuss the importance of human rights in society and present in class, learners could make oral, written or digital presentations,</li> <li>● develop posters to create awareness on the importance of respecting human rights in society, learners with</li> </ul>	Why is it important to respect human rights?

			<p>manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to develop the posters,</p> <ul style="list-style-type: none"> <li>● act a skit on how to apply assertiveness in protecting human rights, learners could be assigned roles according to individual ability levels during the activity,</li> <li>● develop motivation to learn as they engage with a resource person on the importance of human rights and write a report,</li> <li>● recite or mime poems and sing, hum, tap or clap to the rhythm of songs on importance of human rights in society.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: Learners undertake tasks that will enable them to come up with new ideas they identify the basic human rights in Kenya using appropriate media and share in class.</li> <li>● Learning to learn: Learners develop motivation to learn as they engage with a resource person on the importance of</li> </ul>				



human rights and write a report.

**Values:**

- Unity: Learners respect other people’s opinion as they discuss in groups the importance of human rights in society and do class presentations.
- Respect: Learners value human dignity as they recite poems and sing songs on the importance of human rights in society.

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

- Human Rights and Responsibilities: Learners enhance understanding of children’s rights as they recite poems and sing songs on importance of human rights in society.
- Social Cohesion: Learners care for one another as they develop posters to create awareness on the importance of respecting human rights in society.

**Link to other subjects:**

- The learner is able to apply Creative Arts skills to develop posters to create awareness on the importance of respecting human rights in society.
- The learner is able to apply speaking and listening skills in Languages to discuss the importance of human rights in society and do class presentations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Systems	5.3 Democracy in Society (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify types of democracy in Kenya,	The learner is guided to: ● brainstorm the meaning of democracy, learners with speech difficulties could use alternative	How can we practise democracy in our society?

	<ul style="list-style-type: none"> <li>– <i>Direct</i></li> <li>– <i>Indirect</i></li> </ul>	<ul style="list-style-type: none"> <li>b) explain benefits of democracy in society,</li> <li>c) practice democracy in governance in the in community,</li> <li>d) desire to promote democracy in society.</li> </ul>	<p>modes of communication, to share their responses,</p> <ul style="list-style-type: none"> <li>● Use digital /print materials to find out types of democracy in Kenya using appropriate media and write or type short notes,</li> <li>● develop relations as they discuss and list the benefits of democracy in society,</li> <li>● identify themselves as they engage with a resource person to discuss the benefits of democracy in society.</li> <li>● use the digital devices safely and ethically in a networked environment as they discuss with a resource person about the benefits of democracy in society.</li> <li>● develop posters on benefits of democracy in society, display in</li> </ul>	
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			<p>class and share, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to develop the posters,</p> <ul style="list-style-type: none"> <li>● recite or mime poems /sing, hum, tap, clap to the rhythm of the songs on the importance of democracy in society.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Digital Literacy:</b> Learners use the digital devices safely and ethically in a networked environment as they find out more about benefits of democracy in society using digital resources/appropriate media.</li> <li>● <b>Learning to learn:</b> Learners develop relations as they discuss and list the benefits of democracy in society.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect:</b> Learners understand and appreciate others as they brainstorm on the meaning of democracy.</li> <li>● <b>Responsibility:</b> Learners offers leadership and guidance to others as they discuss and list the benefits of democracy in society.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Peace Education:</b> Learners contribute to peace building as they recite poems /sing songs on the importance of democracy in society.</li> <li>● <b>Human rights and Responsibilities:</b> Learners identify themselves as they engage with a resource person discuss on the benefits of democracy in society.</li> </ul>				

**Link to other subjects:**

The learner is able to apply speaking skills in Languages to recite poems /sing songs on the importance of democracy in society.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to illustrate ways of overcoming challenges of national unity.	Learner illustrates ways of overcoming challenges of national unity giving detailed examples.	Learner illustrates ways of overcoming challenges of national unity.	Learner illustrates ways of overcoming challenges of national unity leaving out minor details.	Learner illustrates ways of overcoming challenges of national unity leaving out major details.
Ability to develop national awareness to enhance social cohesion among diverse communities.	Learner develops national awareness to enhance social cohesion among diverse communities while giving all the details	Learner develops national awareness to enhance social cohesion among diverse communities.	Learner develops national awareness to enhance social cohesion among diverse communities omitting some points.	Learner develops national awareness to enhance social cohesion among diverse communities omitting major points.

Ability to draw national symbols using locally available materials.	Learner draws national symbols using locally available materials with creativity.	Learner draws national symbols using locally available materials.	Learner draws national symbols using locally available materials with minor errors.	Learner draws national symbols using locally available materials with major errors.
Ability to illustrate the three arms of the National Government in Kenya.	Learner illustrates the three arms of the National Government in Kenya and gives their composition.	Learner illustrates the three arms of the National Government in Kenya.	Learner illustrates two arms of the National Government in Kenya.	Learner illustrates less than two arms of the National Government in Kenya without major details.

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

<b>Strand</b>	<b>Sub Strand</b>	<b>Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Activities</b>
<b>1.0 Natural and Historic Built Environments</b>	<b>1.1 Elements of a Map</b> (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Maps</li> <li>● Adapted digital resources</li> <li>● Charts, marker pens</li> <li>● Approved text books and other printed resources</li> <li>● Adapted drawing/ writing resources</li> </ul>	Visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences
	<b>1.2. Location, position and size of Kenya</b> ( 5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Adapted digital resources</li> <li>● Charts, marker pens</li> <li>● Approved text books and other printed resources</li> </ul>	Composing songs and poems about Kenya and her neighbours
	<b>1.3 Main Physical Features in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Charts, marker pens</li> <li>● Approved text books and other printed resources</li> </ul>	Caring for physical features

	<b>1.4 Weather and Climate</b> ( 6 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Adapted digital resources</li> <li>● Charts, marker pens</li> <li>● Approved text books and other printed resources</li> <li>● Adapted writing resources</li> </ul>	Finding out from parents/guardians on the effects of extreme weather conditions.
	<b>1.5 The Built Environments</b> ( 4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Adapted digital resources</li> <li>● Maps</li> <li>● Approved text books and other printed resources</li> <li>● Internet</li> </ul>	Physical visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences
<b>2.0 PEOPLE,POPULATION AND SOCIAL ORGANISATIONS</b>	<b>2.1 Language Groups in Kenya</b> ( 5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Adapted digital resources</li> <li>● Maps</li> <li>● Approved text books and other printed resources</li> <li>● Adapted writing resources</li> </ul>	Engaging a resource person to find out the benefits of interdependence of language groups in Kenya,
	<b>2.2 Population Distribution in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Creating skits that depicts the impact of population distribution in Kenya.

	<b>2.3 African Traditional Education</b> (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Participating in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education
	<b>2.4 School Administration</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Working collaboratively as they share with parents or guardians the duties of school administrators.
<b>3.0 RESOURCES AND ECONOMIC ACTIVITIES</b>	<b>3.1 Resources in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Writing a poem on prudent use of resources found in Kenya.



<b>3.2 Mining in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Visiting a mining site/quarry in the locality to find out the importance of mining in our country
<b>3.3 Fishing in Kenya</b> ( 4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Engaging with a fisherman to discuss the contribution of fishing to the economy of Kenya,
<b>3.4 Wildlife and Tourism in Kenya</b> ( 5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Writing an essay on the contribution of tourism to the economy of Kenya.
<b>3.5 Development of Transport</b> ( 5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Role play how to observe traffic rules while using the road.
<b>3.6 Development of Communication</b> (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> </ul>	Role-play use of various modern means of communication

			<ul style="list-style-type: none"> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	
<b>4.0 POLITICAL SYSTEMS</b>	<b>4.1 Traditional Leaders in Kenya</b> ( 4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Collect and display portraits/ pictures of the selected traditional leaders in Kenya.
	<b>4.2 Early forms of Government in Kenya</b> ( 6 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Creating a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i> .
	<b>4.3 Citizenship in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Create and recite poems on Kenyan citizenship,
	<b>5.4 National Government</b> ( 4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Illustrating the three arms of the National Government in Kenya and display them in class.

<b>5.0 GOVERNANCE</b>	<b>5.1 National Unity in Kenya</b> (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Writing down and sing the three stanzas of the National anthem. of Kenya
	<b>5.2 Human Rights</b> (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> </ul>	Develop posters to create awareness on the importance of respecting human rights in society
	<b>5.3 Democracy in Society</b> (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved text books and other printed resources</li> <li>● Display boards</li> <li>● Communication boards</li> <li>● Adapted writing tools</li> <li>● Resource persons</li> </ul>	Engaging with a resource person discuss on the benefits of democracy in society.

### **CSL Guidelines at Upper Primary (Grade 4-6)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be considered when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

## **Steps in carrying out the integrated CSL activity**

### **1) Preparation**

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity,
- Identify resources required for the activity (locally available materials),
- Stagger the activities across the term (Set dates and time for the activities),
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community,
- Identify and develop assessment tools.

### **2) Implementation of the CSL Activity**

- Assigning roles to learners,
- Ensure every learner actively participates in the activity,
- Observe learners as they carry out the CSL activity and record feedback,
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product),
- Assess the targeted core competencies, values and subject skills.

### **3) Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt?

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **ASSESSMENT OF THE CSL ACTIVITY**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

**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"> <li>• Typing, stamping or signing</li> <li>• Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses</li> <li>• Provision of Adapted digital devices and writing/drawing resources</li> <li>• Adjustment of time according to individual needs</li> <li>• Providing illustrations to be interpreted for activities that involve drawing</li> <li>• Use of worksheets</li> </ul>
2.	Oral or Aural assessment	<ul style="list-style-type: none"> <li>• Written responses</li> <li>• 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></li> <li>• Adjustment of time according to individual needs</li> </ul>
3.	Portfolio	<ul style="list-style-type: none"> <li>• Use of E-Portfolio</li> <li>• Provision of physical support</li> <li>• Use of assistive technology</li> <li>• Provision of Adapted digital devices and writing/drawing resources</li> <li>• Adjustment of time according to individual needs</li> <li>• Description of how to carry out a practical activity while being audio/video recorded</li> </ul>

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