REPUBLIC OF KENYA
MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

SOCIAL STUDIES

GRADE 6

FOR LEARNERS WITH PHYSICAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were also developed and used to develop institutional materials and prepare teachers for implementation.

Grade 6 designs have now been developed. These curriculum designs for learners with physical impairments are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

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

PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization 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 6 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 also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs for learners with physical impairment have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and 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 various roles in the development of the Grade 6 curriculum designs for learners with physical impairment. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of 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 Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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

TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION

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

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.
   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4   **Promote sound moral and religious values**

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

5.   **Promote social equity and responsibility**

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

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

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

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

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

8.   **Good health and environmental protection**

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

LESSON ALLOCATION AT UPPER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:
a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
b) demonstrate mastery of number concepts to solve problems in day to day life,
c) demonstrate social skills, moral and religious values for positive contribution to society,
d) develop one's interests and talents for personal fulfilment,
e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world,
f) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
g) acquire digital literacy skills for learning and enjoyment,
h) appreciate the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

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

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

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Upper Primary, the learner should be able to:
1) understand, use and manage the immediate environment for individual and national development,
2) recognise 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

	Strand	Sub-Strand	Suggested number of Lessons
1.0	**Natural and the Built Environments**	Position and Size of Countries in Eastern Africa	**(3 lessons)**
		Main physical features in Eastern Africa	(4 lessons)
		Climatic regions in Eastern Africa	(5 lessons)
		Vegetation in Eastern Africa	(4 lessons)
		Historic Built Environments	(4 lessons)
2.0	**People and Social Organisation**	Language groups in Eastern Africa	(5 Lessons)
		Population distribution in Eastern Africa	(3 lessons)
		Culture and Social organisation	(4 lessons)
		School and Community	(3 lessons))
3.0	**Resources and Economic Activities in Eastern Africa**	Beef Farming	(4 lessons)
		Fishing in Eastern Africa	(5 lessons)
		Wildlife and Tourism in Eastern Africa	(5 lessons)
		Transport in Eastern Africa	(4 lessons)
		Communication in Eastern Africa	(4 lessons)
		Mining in Eastern Africa	(5 lessons)
4.0	**Political Systems**	Traditional forms of Government	(5 lessons)
		Regional co-operations	(4 lessons)
		Citizenship	(4 lessons)
		Human Rights	(4 lessons)

5.0	**Governance**	Peace and Conflict Resolution	(4lessons)
		Government Revenue and Expenditure	(4 lessons)
		The Preamble of the Constitution of Kenya.	(3 lessons)

STRAND: 1.0 NATURAL AND THE BUILT ENVIRONMENTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and the Built Environments	**1.1 Position and Size of Countries in Eastern Africa** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify the countries of Eastern Africa on a map, b) describe the position and size of countries in Eastern Africa, c) use latitudes and longitudes to locate places on a map, d) appreciate the unity of Eastern African countries.	Learner is guided to: ● brainstorm countries in Eastern Africa on a map, and share in class, learners with speech difficulties could use alternative modes of communication to share during this learning experience, ● contribute to group decision making as they locate in groups, the position of countries in Eastern Africa using an atlas/appropriate media, ● use digital devices to establish the sizes in square kilometres of countries in Eastern Africa, learners with manipulation difficulties could be provided with adapted digital resources	How would we determine the position of countries in Eastern Africa?

			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, ● draw, trace, copy paste or colour and display the map of Eastern Africa in class, 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, ● in pairs, identify latitudes and longitudes of Eastern Africa using appropriate media,	

			practice locating places on a map using latitudes and longitudes using appropriate media.	

Core Competencies to be developed:

- Creativity and imagination: Learners undertake tasks that encourage artistic expression of ideas as they play games in groups on position and sizes of countries in Eastern Africa.

- Communication and collaboration: Learners contribute to group decision making as they locate in groups the position of countries in Eastern Africa using an atlas/appropriate media.

Values:

- Patriotism: Learners realise their sense of identity as they sing the East African Community Anthem.

- Respect: Learners appreciate diverse opinions as they brainstorm in groups on the difference between latitudes and longitudes.

Pertinent and contemporary Issues (PCIs):

- Critical Thinking skills: Learners build their critical thinking skills as they brainstorm in groups on the differences between latitudes and longitudes.

- Citizenship: Learners demonstrate patriotism as they sing the East African Community Anthem.

Link to Other Learning Areas:

- Learners use Science and Technology knowledge when working with digital devices to locate positions of countries in Eastern Africa based on their latitudes and longitudes.

- Learners apply Creative Arts skills to draw latitudes and longitudes on a sketch map of Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and the Built Environments	**1.2 Main physical features in Eastern Africa** (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main physical features in Eastern Africa on a map, b) describe the formation of the main physical features of Eastern Africa, c) draw a map of Eastern Africa and label the main physical features, d) value the physical features within the locality.	Learner is guided to: ● discuss, in groups, and identify the main physical features in Eastern Africa, *Mountains (Volcanic and block) Rift Valleys*, *Lakes*, *Plains,* learners with speech difficulties could use alternative modes of communication during the discussion, ● use digital devices to describe the formation of the main physical features in Eastern Africa, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate them,	1. How can we conserve physical features that are found in our locality? 2. Why are physical features important?

			● draw, trace or copy paste a map of Eastern Africa, locate the main physical features, and display in class, 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, ● discuss ways of conserving the physical features within the locality to promote environmental education, ● explore and identify the physical features within the locality, learners using mobility devices could be given physical support from peers, learner support assistant or teacher to explore the locality, ensure safety as they move to explore.	

	Core competencies to be developed:

Core competencies to be developed:
- Learning to learn: Learners carry out activities as they brainstorm in pairs the main physical features in Eastern Africa.
- Digital Literacy: Learners use digital devices to describe the formation of the main physical features in Eastern Africa.

Values:
- Unity: Learners display team spirit as they discuss in groups and identify the main physical features in Eastern Africa.
- Integrity: Learners display discipline as they use digital devices to describe the formation of the main physical features in Eastern Africa.

Pertinent and Contemporary Issues(PCIs):
- Environmental Education: Learners discuss ways of conserving the physical features within the locality to promote environmental education.
- Cooperation and Unity: Task oriented grouping as learners discuss in groups and identify the main physical features in Eastern Africa.

Links to other Learning Areas:
- Learners use Creative Arts knowledge as they draw a map of Eastern Africa, locate the main physical features, and display in class.
- Learners use English, Kiswahili and Kenyan sign language skills as they brainstorm, in pairs the main physical features in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	1.3 Climatic regions in Eastern	By the end of the sub strand, the learner should be able to: a) identify the main climatic regions in Eastern Africa	Learner is guided to: ● brainstorm the climatic regions in Eastern Africa and present to the rest of	How can climate influence our day-to-day activities?

	Africa (5 lessons)	on a map, b) describe characteristics of the main climatic regions in Eastern Africa, c) explain ways in which climate influences human activities in Eastern Africa, d) acknowledge the main climatic regions in Eastern Africa.	the class, learners with speech difficulties could use alternative modes of communication during the discussion and presentation, ● discuss the characteristics of climatic regions in Eastern Africa, and do class presentations, ● compose poems that address effects of climatic change on human activities, ● observe safety precautions and practices as they use digital devices/print resources to draw, trace or copy paste the main climatic regions of Eastern Africa.	

Core Competencies to be developed:
- Digital literacy: Learners observe safety precautions and practices as they use digital devices/print resources to draw the main climatic regions of Eastern Africa.
- Communication and Collaboration: Learners recognise the value of others' ideas as they discuss, in groups, the characteristics of climatic regions in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):

- Disaster risk reduction: Learners are equipped with knowledge on disaster risk reduction as they compose poems that address effects of climatic change on human activities.

- Decision making skills: Learners are able to make choices as they use digital/print media to find out how climate influences human activities.

Values:

- Social Justice: Learners accord equal opportunities in sharing responsibilities as they compose poems that address effects of climatic change on human activities.

- Love: Learners portray a caring attitude as they share digital devices to find out how climate influences human activities.

Links to Other Learning Areas:

- Learners use English, Kiswahili and KSL skills as they recite poems on the importance of historic built environments.

- Learners apply Creative Arts skills to model a map of Eastern Africa showing the main climatic regions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	1.4 Vegetation in Eastern Africa (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main types of vegetation in Eastern Africa on a map, b) draw a map of Eastern Africa and label the main types of vegetation, c) describe the	Learner is guided to: • brainstorm, in pairs, the main types of vegetation in Eastern Africa, and share in class, learners with speech difficulties could use alternative modes of communication during the discussion and sharing,	How can we conserve vegetation in our environment?

		characteristics of the main types of vegetation in Eastern Africa, d) explain ways of conserving vegetation in the environment, e) value vegetation found at home and school.	● draw, trace or copy paste a map of Eastern Africa indicating the main types of vegetation in Eastern Africa and display in class, learners with manipulation and mobility difficulties could be supported by peers, learner support assistant or teacher to display the maps, ● discuss the characteristics of the main types of vegetation in Eastern Africa, ● plan and carry out activities on conservation of vegetation within the locality, learners could be assigned roles according to individual ability levels. Ensure safety as they carry out the conservation exercise.	

Core Competencies to be developed:
- Critical thinking and problem solving: Learners follow instructions to locate the main vegetation types in Eastern Africa using digital devices.
- Self-Efficacy: Learners identify general features in their locality as they plan and carry out activities on conservation of vegetation within the locality.

Link to Pertinent and Contemporary Issues (PICs):
● Environmental education: Learners practise environmental awareness as they plan and write down, in groups, how they will conserve vegetation within the school compound.
● Patriotism: Learners demonstrate patriotism as they plan and carry out activities on conservation of vegetation in their locality.

Values:
● Responsibility: Learners show determination as they plant and care for vegetation school.
● Peace: Learners respect self and others as they discuss in groups to describe the characteristics of the main types of vegetation in Eastern Africa.

Links to Other Learning Areas:
● Learners apply Integrated Science knowledge and skills to plant and care for vegetation at school.
● Learners use Creative Arts skills to draw and display in class a map indicating the main types of vegetation in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	1.5 Historic Built Environments (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main historic built environments in Eastern Africa on a map, b) describe the importance of the main historic built environments in Eastern Africa,	Learner is guided to: ● use digital/print resources to identify the historic built environments in Eastern Africa *(Museums, Monuments and historical buildings)*, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility	Why should we conserve the historic built environments?

		c) demonstrate ways of conserving historic built environments in Eastern Africa, d) value historic built environments in Eastern Africa within the locality.	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, • discuss the importance of the main historic built environments in Eastern Africa, learners with speech difficulties could use alternative modes of communication during this learning experience, • practice self-drive as they compose and recite or mime poems on the ways of conserving historic built environments in Eastern Africa, • engage with a resource person to learn about the importance of historic built environments in Eastern Africa,	

11

			create a cultural corner in school for preservation of culture, learners could be purposively grouped during this activity. Ensure safety as they engage in tasks and manipulate resources.	

Core Competencies to be developed:
- Digital literacy: Learners use digital/print resources to identify the historic built environments in Eastern Africa.
- Self-efficacy: Learners confidently compose and recite poems on the importance of historic built environments in Eastern Africa.

Pertinent and contemporary issues (PCIs:
- Assertiveness: Learners practise assertiveness as they collect artefacts and create a cultural corner in school.
- Human rights and responsibilities**:** Learners enhance cohesiveness as they visit a nearby historic built environment to learn about the past and write a report.

Values:
- Social Justice: Learners foster inclusivity and non-discrimination as they create and recite poems on the importance of historic built environments in Eastern Africa.
- Respect: Learners appreciate others as they engage with a resource person to learn about the importance of historic built environments in Eastern Africa.

Links to Other Learning Areas:
Learners apply Creative Arts skills to create and recite poems on the importance of historic built environments in Eastern Africa.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the importance of the main physical features of Eastern Africa region	Learner describes the importance of the main physical features of Eastern Africa region with much details.	Learner describes the importance of the main physical features of Eastern Africa region.	Learner describes the importance of the main physical features of Eastern Africa region omitting some details.	Learner describes the importance of the main physical features of Eastern Africa region omitting major details.
Ability to describe characteristics of the main climatic regions in Eastern Africa.	Learner describes characteristics of the main climatic regions in Eastern Africa consistently and with examples.	Learner describes characteristics of the main climatic regions in Eastern Africa.	Learner describes characteristics of the main climatic regions in Eastern Africa with a few inconsistencies.	Learner describes characteristics of the main climatic regions in Eastern Africa with several inconsistencies.
Ability to describe the importance of the main historic built environments in Eastern Africa.	Learner describes the importance of the main historic built environments in Eastern Africa with examples.	Learner describes the importance of the main historic built environments in Eastern Africa.	Learner describes the importance of the main historic built environments in Eastern Africa with minor details.	Learner describes the importance of a few of the main historic built environments in Eastern Africa with major gaps.

Ability to draw a map of Eastern Africa and label the main types of vegetation.	Learner draws a map of Eastern Africa and labels all the main types of vegetation creatively without errors.	Learner draws a map of Eastern Africa and labels the main types of vegetation.	Learner draws a map of Eastern Africa and labels some of the main types of vegetation with minor errors.	Learner draws a map of Eastern Africa and labels some of the main types of vegetation with major errors.
Ability to develop ways of conserving historic built environments in Eastern Africa.	Learner develops and implements ways of conserving historic built environments in Eastern Africa.	Learner develops ways of conserving historic built environments in Eastern Africa.	Learner develops ways of conserving historic built environments in Eastern Africa with some inaccuracies.	Learner develops a few ways of conserving historic built environments in Eastern Africa with visible inaccuracies.

STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People and Social Organisation	**2.1 Language groups in Eastern Africa** (5 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the classification of communities in Eastern Africa according to language groups, b) explain the reasons for migration of selected language groups into Eastern Africa, c) illustrate the movement and settlement of the selected language groups in Eastern Africa on a map d) describe the effects of the migration and settlement of selected	Learner is guided to: ● brainstorm the classification of communities in Eastern Africa according to language groups, learners with speech difficulties could use alternative modes of communication during this learning experience, ● discuss the reasons for migration of selected language groups into Eastern Africa, ● use digital/print resources to establish the effects of the migration and settlement of selected language groups into Eastern Africa, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by	Why do people migrate?

		language groups in Eastern Africa. e) appreciate unity of language groups in Eastern Africa.	peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● know their language groups, draw, trace or copy paste the movement routes followed by the selected language groups on a map of Eastern Africa, learners with manipulation difficulties could also give instructions as a peer or learner support assistant does the actual drawing.	

Core competencies to be developed:
● Learning to learn: Learners brainstorm in groups the classification of communities in Eastern Africa according to language groups.
● Self-efficacy: Learners draw the movement routes followed by the selected language groups on a map of Eastern Africa.

Pertinent and Contemporary Issues (PICs):
● Peace education: Learners enhance peace and co-existence as they brainstorm, in groups, on the origins of the selected language groups in Eastern Africa and share in class.
● Self-awareness: Learners are able to understand themselves as they do a library research and write down the communities in Eastern Africa.

Values.
● Responsibility: Learners take responsibility as they find out from parents/guardians and elders about the myths and stories of their origin and share in class.
● Unity: Learners appreciate themselves as they discuss in groups the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class.

Links to other Learning areas:
● Learners apply Creative Arts skills develop communication messages on importance of unity among language groups in Eastern Africa.
● Learners use Religious knowledge to discuss stories of origins of various language groups in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	2.2 Population distribution in Eastern Africa (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain factors influencing population distribution in Eastern Africa, b) locate areas of high and low population density in Eastern Africa on a map, c) explain effects of high population density in	Learner is guided to: ● brainstorm factors influencing population distribution in Eastern Africa and share in class, learners with speech difficulties could use alternative modes of communication to share their responses, ● draw or trace or copy paste a map of Eastern Africa and locate areas of high and low	Why are some parts of Eastern Africa more populated than others?

		Eastern Africa, d) acknowledge population distribution in Eastern Africa.	population density using digital/print resources, 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, ● discuss the effects of high population density in Eastern Africa and write a report, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their reports, ● share with parents /guardians the effects of high population density in Eastern Africa.	

Core Competencies to be developed:
- Creativity and imagination: Learners as they share with parents and guardians about effects of population density in Eastern Africa   - Digital literacy: Learners use the internet to identify areas of high and low population density in Eastern Africa.

Link to Pertinent and contemporary issues (PICs):
- Conflict resolution: Learners will be able to report conflicts witnessed as they discuss, in groups, the effects of high population density in Eastern Africa and write a report.   - Social cohesion: Learners enhance tolerance and acceptance as they discuss, in groups, the effects of high population density in Eastern Africa.

Values.
- Unity: Learners strive to achieve common goals, brainstorm, in pairs on factors influencing population distribution in Eastern Africa and share in class.   - Respect: Learners appreciate diverse opinions of others as they discuss, in groups, the effects of high population density in Eastern Africa and write a report.

Links to Other Learning Areas:
- Learners use Creative Arts knowledge and skills to draw a map of Eastern Africa and locate areas of high and low population density.   - Learners realise the importance of good relationships through their Religious knowledge.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	2.3 Culture and Social organisation (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe age-groups and age-sets in African traditional society, b) explain the functions of a clan in traditional African society, c) identify aspects of African traditional culture that ought to be preserved, d) desire to uphold aspects of African traditional culture that ought to be preserved.	Learner is guided to: ● brainstorm features of age groups and age-sets and share in class, learners with speech difficulties could use alternative modes of communication to share their responses, ● discuss the functions of a clan in traditional African society, ● create posters on aspects of African traditional culture that ought to be preserved, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters. They could also give instructions as a peer; learner support assistant or teacher develops the posters,	How would we preserve positive aspects of African traditional culture?

			● sing, hum, tap, clap or nod to the rhythm of songs on aspects of African traditional culture that ought to be preserved.	

Core Competencies to be developed:

- Communication and Collaboration: Learners brainstorm the meaning of age-groups and age-sets and share in class.
- Creativity and Imagination: Learners create posters on aspects of African traditional culture that ought to be preserved.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners demonstrate the importance of living together as they discuss in groups the functions of a clan in society.
- Decision making skills: Learners make choices as they sing songs on aspects of African traditional culture that ought to be preserved.

Values.

- Unity: Learners display team spirit as they sing songs on aspects of African traditional culture that ought to be preserved.
- Respect: Learners appreciate diverse opinions as they brainstorm the meaning of age-groups and age-sets and share in class.

Links to Other Learning Areas:

- Learners use Creative Arts to sing songs on aspects of African traditional culture that ought to be preserved.
- Learners sing songs on aspects of African traditional culture that ought to be preserved using Religious Studies knowledge.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	2.4 School and Community.	By the end of the sub strand, the learner should be able to: a) identify ways in which the school collaborates with the community, b) explain the benefits of collaboration between school and the community, c) design strategies for sustaining collaboration between school and the community, d) appreciate the collaboration between the school and munity.	Learner is guided to: ● brainstorm ways in which the school collaborates with the community, learners with speech difficulties could use alternative modes of communication to share their responses, ● discuss benefits of collaboration between the school and the community and present in class, learners could make oral, written or digital presentations, ● role-play ways in which the school collaborates with the community, learners could be assigned roles according to individual ability levels during the role play, ● showcase strategies for sustaining collaboration between school and the community,	How can the school collaborate with the community?

			● discuss strategies for sustaining collaboration between school and the community using available resources and display, ● accord equal opportunities in sharing responsibilities as they act out scenarios that depict collaboration between the school and the community.	

Core Competencies to be developed:
- Self-efficacy: Learners practise self-drive as they role-play ways in which the school collaborates with the community.
- Citizenship: Learners understand personal and collective responsibility in school as they role-play collaboration between the school and the community.

Pertinent and Contemporary Issues (PCIs):
- Negotiation: Learners attain and practise basic skills in negotiations as they demonstrate ways in which the school collaborates with the community.
- Leadership: Learners promote good leadership as they share experiences on school collaboration with the community.

Values.
- Integrity: Learners exhibit fairness as they role-play ways in which the school collaborates with the community.
- Unity: Learners write an essay on the benefits of collaboration between the school and the community.

Links to other Learning areas:
- Learners write an essay on the benefits of collaboration between the school and the community enhancing their knowledge in language skills such as English, Kiswahili and KSL.
  Learners use Creative Arts to role-play ways in which the school collaborates with the community.

Suggested Assessment Rubric				
Level ⟍ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the effects of the migration and settlement of selected language groups in Eastern Africa.	Learner describes the effects of the migration and settlement of selected language groups in Eastern Africa with all details.	Learner describes the effects of the migration and settlement of selected language groups in Eastern Africa.	Learner describes the effects of the migration and settlement of selected language groups in Eastern Africa with some gaps.	Learner describes the effects of the migration and settlement of selected language groups in Eastern Africa with several gaps.
Ability to explain effects of high population density in Eastern Africa.	Learner explains effects of high population density in Eastern Africa in details citing relevant examples.	Learner explains effects of high population density in Eastern Africa.	Learner explains effects of high population density in Eastern Africa with a few errors.	Learner explains effects of high population density in Eastern Africa with many errors.
Ability to explain the benefits of collaboration between school and the community.	Learner explains the benefits of collaboration between school and the community in details giving relevant examples.	Learner explains the benefits of collaboration between school and the community.	Learner explains a few benefits of collaboration between school and the community.	Learner explains a few benefits of collaboration between school and the community with scanty details.

Ability to demonstrate ways in which the school collaborates with the community.	Learner demonstrates in details ways in which the school collaborates with the community.	Learner demonstrates ways in which the school collaborates with the community.	Learner demonstrates some ways in which the school collaborates with the community.	Learner demonstrates certain ways in which the school collaborates with the community with hints.
Ability to identify aspects of African traditional culture that ought to be preserved.	Learner identifies aspects of African traditional culture that ought to be preserved with details.	Learner identifies aspects of African traditional culture that ought to be preserved.	Learner identifies some aspects of African traditional culture that ought to be preserved.	Learner identifies some aspects of African traditional culture that ought to be preserved with marked gaps.
Ability to illustrate the movement and settlement of the selected language groups in Eastern Africa on a map.	Learner illustrates the movement and settlement of the selected language groups in Eastern Africa on a map creatively and correctly.	Learner illustrates the movement and settlement of the selected language groups in Eastern Africa on a map.	Learner illustrates the movement and settlement of some of the selected language groups in Eastern Africa on a map.	Learner illustrates the movement and settlement of a few of the selected language groups in Eastern Africa on a map.
Ability to locate areas of high and low population density in Eastern Africa on a map.	Learner precisely locates areas of high and low population density in Eastern Africa on a map.	Learner locates areas of high and low population density in Eastern Africa on a map.	Learner locates some areas of high and low population density in Eastern Africa on a map.	Learner locates some areas of high and low population density in Eastern Africa on a map with major errors.

STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES IN EASTERN AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic Activities in Eastern Africa	**3.1 Beef Farming** (4 lessons)	By the end of the sub strand the learner should be able to: a) describe factors influencing beef farming in Eastern Africa, b) locate on a map area where beef farming is practised in Eastern Africa, c) identify the contribution of beef farming to the economy of Eastern Africa, d) explain the challenges facing beef farming in Eastern Africa, e) acknowledge beef farming as an economic activity in Eastern Africa.	Learner is guided to: • discuss factors influencing beef farming in Eastern Africa and share in class, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, • draw, trace or copy paste a map of Eastern Africa and locate areas where beef farming is practised, 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,	How could we benefit from large-scale farming?

| | | | • engage with an Agricultural extension officer to find out the contributions of beef farming to the economy of Eastern Africa,
• brainstorm the challenges facing beef farming in Eastern Africa,
• create posters on importance of beef farming, learners with manipulation difficulties could use their digital devices to create the posters. They could also give instructions as a peer or learner support assistant creates the same. | |

Core Competencies to be developed:
- Critical thinking and problem solving: Learners follow instructions as they brainstorm on the challenges facing beef farming in Eastern Africa and formulate possible solutions.
- Communication and collaboration: Learners listen critically as they discuss, in groups, factors influencing beef farming in Eastern Africa.

Values:
- Respect: Learners respect others as they discuss, in groups, factors influencing beef farming in Eastern Africa and share in class.
- Unity: Learners understand and appreciate others as they discuss factors influencing beef farming in Eastern Africa and share in class.

Pertinent and Contemporary Issues (PCIs):				
● Environmental education: Learners discuss factors influencing beef farming in Eastern Africa				
● Creative thinking skills: Learners create posters on the importance of beef farming.				
Link to other Learning Areas:				
Pre-technical Studies: Learners engage with an Agricultural extension officer to find out the contributions of beef farming to the economy of Eastern Africa.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.2 Fishing in Eastern Africa (5 lessons)	By the end of the sub strand, the learner should be able to: a) locate marine and inland fishing grounds on a map of Eastern Africa, b) describe methods of marine fishing in Eastern Africa, c) explain challenges facing fishing in Eastern Africa, d) design possible solutions to challenges facing fishing in Eastern Africa,	Learner is guided to: ● locate on a map the marine and inland fishing grounds in Eastern Africa, ● discuss the marine methods of fishing in Eastern Africa and present in class, learners with speech difficulties could use alternative modes of communication to discuss and make presentations, ● use digital devices/print resources to research methods of marine fishing in Eastern Africa, learners with manipulation difficulties could	Why is fishing important?

		e) value fishing as an economic activity.	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, ● brainstorm challenges facing marine fishing in Eastern Africa. ● engage a Fisheries officer to identify possible solutions to challenges facing marine fishing in Eastern Africa.	

Core Competencies to be developed:
● Communication and collaboration: Learners listen critically as they discuss challenges facing marine fishing in Eastern Africa.
● Learning to learn: Learners work collaboratively as they engage with a Fisheries Officer to identify possible solutions to challenges facing marine fishing in Eastern Africa.

Values:
● Unity: Learners collaborate with others as they discuss and write down possible solutions to challenges facing marine fishing in Eastern Africa.
● Responsibility: Learners proactively solve problems as they illustrate methods of marine fishing in Eastern Africa using appropriate media.
Pertinent and Contemporary Issues (PCIs): **Critical thinking skills**: Learners discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa.
Link to Other Learning Areas: ● Learners use Pre-technical studies knowledge to discuss the marine methods of fishing in Eastern Africa. ● Learners use Mathematics knowledge to locate on a map the main fishing grounds in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic Activities in Eastern Africa	**3.3Wildlife and Tourism in Eastern Africa** (5 lessons)	By the end of the sub strand the learner should be able to: a) explain factors that promote tourism in Eastern Africa, b) locate game reserves and national parks in Eastern Africa on a map, c) explain challenges facing tourism in	Learner is guided to: ● brainstorm, factors that promote tourism in Eastern Africa, learners with speech difficulties could use alternative modes of communication to share their responses, ● draw or trace or copy paste a map of Eastern Africa and	How can we promote tourism in our country?

30

		Eastern Africa, d) state possible solutions to challenges facing tourism in Eastern Africa, e) value tourism as an economic activity.	locate game reserves and national parks, • engage a Game Ranger on possible solutions to the challenges facing tourism in Eastern Africa, • create posters and charts on challenges and solutions facing tourism, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters and charts. They could also give instructions as a peer; learner support assistant or teacher develops the same, • participate in conservation of wildlife walk/run activities within the locality. Learners with mobility difficulties could be supported by peers to participate. Ensure safety as the learners carry out this activity.	

Core Competencies to be developed:
● Self-Efficacy: Learners engage with a Game Ranger confidently on possible solutions to the challenges facing tourism in Eastern Africa. ● Citizenship: Learners demonstrate interest with interaction with others as they brainstorm, in groups, factors that promote tourism in Eastern Africa.

Values:
● Unity: Learners collaborate with others as they discuss and formulate solutions to problems facing tourism in Eastern Africa. ● Patriotism: Learners proactively solve problems as they develop charts on challenges and solutions facing tourism in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):
● Decision making skills: Learners participate in conservation of wildlife walk/run. ● Safety and Security: Learners observe precautionary measures as they visit a nearby tourist attraction site and write a report.

Link to other Learning Areas:
● Learners use Creative Arts skills to draw a map of Eastern Africa and locate game reserves and national parks. ● Learners apply Religious studies knowledge as they participate in conservation of wildlife walk/run activities within the locality.

Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Resources and Economic Activities in Eastern	**3.4 Transport in Eastern Africa** (4 lessons)	By the end of the sub strand the learner should be able to: a) identify the main transport networks in Eastern Africa on a map,	Learner is guided to: ● locate the main transport networks in Eastern Africa on a map Africa (*road, railway, air and water*),	Why do we need transport networks in our country?

| Africa | | b) draw a map of Eastern Africa showing the main transport networks,

c) explain the challenges facing transport networks in Eastern Africa,

d) suggest possible solutions to challenges facing transport networks in Eastern Africa,

e) appreciate the transport network in economic development. | • draw, trace or copy paste a map of Eastern Africa showing the main transport networks, learners could also give instructions as a peer, learner support assistant or a scribe does the actual drawing,

• discuss the challenges facing transport networks in Eastern Africa,

• design posters to create awareness on possible solutions to transport networks,

• engage a resource person to discuss challenges and possible solutions to road crashes in Eastern Africa,

• brainstorm on possible solutions to challenges facing transport networks in Eastern Africa,

• appreciate the transport network in economic development.

• discuss challenges facing transport networks in Eastern | |

			Africa and share in class, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion,	
			• brainstorm the possible solutions to challenges facing transport network in Eastern Africa,	
			• participate in clean-up activities of road reserves within their locality observing safety and security, learners could be assigned duties according to their ability levels during the clean-up exercise.	

Core Competencies to be developed:
● Digital literacy: Learners use digital devices to communicate effectively as they use digital devices to identify transport networks in Eastern Africa.
● Citizenship: Learners undertake tasks as they participate in clean-up activities on road reserves within their locality observing safety and security

Values:
● Unity: Learners collaborate with others as they identify transport networks in Eastern Africa using digital devices.
● Responsibility: Learners proactively solve problems facing transport networks in Eastern Africa using digital devices.

Pertinent and Contemporary Issues (PCIs):
- Environmental education: Learners participate in clean-up activities of road reserves within their locality observing safety and security.
- **Safety and Securit**y: Learners observe precautions as they participate in clean-up activities of road reserves within their locality.

Link to other Learning Areas:
  Learners use knowledge from Pre-technical studies to locate the main transport networks in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic Activities in Eastern Africa	**3.5 Communication in Eastern Africa** (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify modes of communication in Eastern Africa, b) explain challenges facing communication networks in Eastern Africa, c) state possible solutions to challenges facing communication networks in Eastern Africa, d) demonstrate how different modes of communication are used in Eastern Africa, e) appreciate the role of communication networks in Eastern Africa.	Learner is guided to: ● brainstorm the various modes of communication used in Eastern Africa, ● discuss the challenges facing communication networks in Eastern Africa, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● use digital/print resources to research on challenges facing communication networks in Eastern Africa, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the	How could communication networks influence the development of a country?

			digital/print resources. Light intensity should be controlled for learners who may be photosensitive,	
			● discuss solutions to challenges facing communication networks in Eastern Africa, and share in class.	

Core Competencies to be developed:
- Communication and collaboration: Learners collaboratively discuss the challenges facing communication networks in Eastern Africa.
- Learning to learn: Learners brainstorm the various modes of communication used in Eastern Africa.

Values:
- Peace: Learners are open minded as they brainstorm, in pairs and state challenges facing communication networks in Eastern Africa.
- Unity: Learners discuss in groups the challenges facing communication networks in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: Learners role play scenarios that depict the different modes of communication in Eastern Africa.
- Safety and Security: Learners observe precautions as they use digital devices to research on challenges facing communication networks in Eastern Africa.

Link to other Learning Areas:
- Learners apply Pre-technical studies knowledge as they discuss in groups solutions to challenges facing communication networks in Eastern Africa.
- Learners use English/Kiswahili/Kenya sign language as they state solutions to challenges facing communication networks in Eastern Africa.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.6 Mining in Eastern Africa (5 lessons)	By the end of the sub strand, the learner should be able to: a) identify minerals found in Eastern Africa, b) describe the methods of extracting minerals in Eastern Africa *(soda ash in Kenya, gold in Tanzania, limestone in Uganda),* c) explain the effects of or trace or copy mining on the environment in Eastern Africa, d) state the possible solutions to problems associated with mining, e) desire to conserve areas affected by mining activities in Eastern Africa.	Learner is guided to: ● draw or trace or copy paste a map of Eastern Africa and show the location of minerals, ● discuss how the minerals are extracted and share in class. *(Soda Ash in Kenya, Gold in Tanzania),* learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● brainstorm the effects of mining on the environment and do class presentation, learners could make oral, written or digital presentations,	How can we reclaim areas affected by mining in our environment?

			- write an essay on the solutions to problems associated with mining, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays, - watch video clips and suggest possible ways of conserving land affected by mining, while watching videos consider preferential seating for learners with short stature, those on positioning and supportive devices for enhanced view. Adjust the screen resolution for those who may be photosensitive.	
Core Competencies to be developed: - Citizenship: Learners have a responsibility of conserving the environment as they write an essay on the solutions to problems associated with mining. - Creativity and Imagination: Learners undertake tasks, draw a map of Eastern Africa and show the location of minerals,			

Values:
- Patriotism: Learners serve the community as they write essays on the effects of mining on the environment and possible solutions.
- Respect: Learners brainstorm the effects of mining on the environment and do class presentations.

Pertinent and Contemporary Issues (PCIs):
- Self- esteem: Learners discuss how the minerals are extracted and share in class.
- Self-awareness: Learners brainstorm and identify minerals in Eastern Africa.

Link to other Learning Areas:
- Learners use Agriculture and Nutrition knowledge to design possible conservation measures to derelict land into productive use.
- Learners use Creative Arts skills as they draw a map of Eastern Africa and show the location of minerals.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the challenges facing beef farming in Eastern Africa.	Learner explains the challenges facing beef farming in Eastern in details.	Learner explains the challenges facing beef farming in Eastern Africa.	Learner briefly explains the challenges facing beef farming in Eastern Africa.	Learner explains the challenges facing beef farming in Eastern Africa omitting major details.

Ability to describe the methods of extracting minerals in Eastern Africa.	Learner describes the methods of extracting minerals in Eastern Africa systematically and captures all the steps.	Learner describes the methods of extracting minerals in Eastern Africa.	Learner describes the methods of extracting minerals in Eastern Africa omitting some steps.	Learner describes the methods of extracting minerals in Eastern Africa omitting several steps.
Ability to describe methods of marine fishing in Eastern Africa.	Learner describes methods of marine fishing in Eastern Africa with detailed illustrations.	Learner describes methods of marine fishing in Eastern Africa.	Learner describes a few methods of marine fishing in Eastern Africa.	Learner briefly describes a few methods of marine fishing in Eastern Africa.
Ability to explain factors that promote tourism in Eastern Africa.	Learner explains factors that promote tourism in Eastern Africa in detail.	Learner explains factors that promote tourism in Eastern Africa	Learner briefly explains factors that promote tourism in Eastern Africa.	Learner briefly explains factors that promote tourism in Eastern Africa with prompts.
Ability to describe the methods of extracting minerals in Eastern Africa.	Learner describes the methods of extracting minerals in Eastern Africa with all the steps.	Learner describes the methods of extracting minerals in Eastern Africa.	Learner describes a few methods of extracting minerals in Eastern Africa.	Learner briefly describes a few methods of extracting minerals in Eastern Africa.

Ability to state the possible solutions to problems associated with mining.	Learner states and explains the possible solutions to problems associated with mining citing relevant examples.	Learner states the possible solutions to problems associated with mining.	Learner states some possible solutions to problems associated with mining.	Learner states the possible solutions to problems associated with mining with major discrepancies.
Ability to state the possible solutions to challenges facing transport networks in Eastern Africa.	Learner states and explains possible solutions to challenges facing transport networks in Eastern Africa with relevant examples	Learner states possible solutions to challenges facing transport networks in Eastern Africa.	Learner states possible solutions to challenges facing transport networks in Eastern Africa with minor errors.	Learner states possible solutions to challenges facing transport networks in Eastern Africa with major errors
Ability to locate on a map the areas where beef farming is practised in Eastern Africa.	Learner precisely locates on a map area where beef farming is practised in Eastern Africa.	Learner locates on a map area where beef farming is practised in Eastern Africa.	Learner locates on a map some areas where beef farming is practised in Eastern Africa.	Learner locates on a map a few areas where beef farming is practised in Eastern Africa with limitation.
Ability to design possible solutions to challenges facing fishing in Eastern Africa.	Learner designs possible solutions to challenges facing fishing in Eastern Africa with detailed examples.	Learner designs possible solutions to challenges facing fishing in Eastern Africa.	Learner designs possible solutions to challenges facing fishing in Eastern Africa omitting minor details.	Learner designs possible solutions to challenges facing fishing in Eastern Africa omitting major details.

Ability to draw a map of Eastern Africa showing the main transport networks.	Learner creatively draws a map of Eastern Africa showing the main transport networks.	Learner draws a map of Eastern Africa showing the main transport networks.	Learner draws a map of Eastern Africa and shows some of the main transport networks with minor errors.	Learner draws a map of Eastern Africa showing some of the main transport networks with major errors.
Ability to demonstrate how different modes of communication are used in Eastern Africa.	Learner demonstrates how different modes of communication are used in Eastern Africa with much details.	Learner demonstrates how different modes of communication are used in Eastern Africa.	Learner demonstrates how different modes of communication are used in Eastern Africa omitting minor details.	Learner demonstrates how different modes of communication are used in Eastern Africa omitting major details.

STRAND: 4.0 POLITICAL SYSTEMS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Political Systems	**4.1 Traditional forms of Government** (5 lessons)	By the end of the sub strand, the learner should be able to: a) describe traditional forms of government of the Buganda and Nyamwezi in Eastern Africa, b) compare traditional forms of government between the Buganda and Nyamwezi, c) value aspects of good governance in traditional societies.	Learner is guided to: ● brainstorm the traditional forms of government among The Buganda and The Nyamwezi of Eastern Africa, learners with speech difficulties could use alternative modes of communication to share their responses, ● draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display in class, learners with manipulation difficulties could use adapted drawing resources or be supported by peers or learner support assistant to draw and display their charts.	How were communities governed in the past?

			- discuss the similarities and differences in traditional forms of government between The Buganda and The Nyamwezi, - role-play scenarios depicting aspects of good governance in society, learners could be assigned roles according to individual ability levels during the role play.	

Core Competencies to be developed:
- Self-Efficacy: Learners draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display in class.
- Creativity and Imagination: Learners undertake tasks that encourage artistic expressions as they role-play scenarios depicting aspects of good governance in society.

Values:
- Unity: Learners collaborate with others as they brainstorm the traditional forms of government in Eastern Africa (The *Buganda and The Nyamwezi).*
- Responsibility: Learners find out the similarities and differences between selected traditional forms of government in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):
- Social Cohesion: Learners brainstorm, the traditional forms of government in Eastern Africa (The *Buganda and The Nyamwezi).*
- Safety and Security: Learners interact with digital devices as they use digital or print resources to find out the similarities and differences between selected traditional forms of government in Eastern Africa.

Link to other Learning Areas:
● Learners use Creative Arts skills to draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa.
● Learners apply English/Kiswahili/KSL knowledge to role-play scenarios depicting aspects of good governance in society.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
Political systems	4.2 Regional co-operations (4 lessons)	By the end of the sub strand, the learner should be able to: a) explain the objectives of East African Community, b) describe the benefits of East African Community to member states, c) identify the challenges facing the East African Community, e) formulate the possible solutions to challenges facing the East African Community, f) value the unity of East African countries.	Learner is guided to: ● brainstorm objectives of East African Community and share in class, learners with speech difficulties could use alternative modes of communication to share their responses, ● use digital or print resources to research on the benefits of East African Community to member states and present in class, learners could make oral, written or electronic presentations in class, ● engage a resource person to explore on solutions to challenges facing the East African Community,	How can East African countries cooperate?

			- share experiences as they draw, trace or copy paste and colour the map of East Africa and post them in strategic points in school, learners with manipulation and mobility difficulties could be supported by peers or learner support assistant to draw and display the maps, - sing or hum or clap or tap to the rhythm of the East African Community anthem and reflect on the message.	

Core Competencies to be developed:
- Self-Efficacy: Learners develop authentic solutions to problems as they use digital/print resources to identify challenges facing the East African Community.
- Learning to learn: Learners share experiences as they draw and colour the map of East Africa and post them in strategic points in school.

Values:
- Unity: Learners collaborate with others as they discuss the benefits of East African Community to member states and report in class.
- Integrity: Learners apply laid down procedures as they discuss the benefits of East African Community to member states and report in class.

Pertinent and Contemporary Issues (PCIs):
- Safety and Security: Learners use digital resources safely to make presentations in class on the research findings.
- Social Cohesion: Learners brainstorm the member states of the East African Community and do a class presentation.

Link to Other Learning Areas:
- Learners use Creative Arts skills as they sing the East Africa Community anthem.
- Learners apply English/Kiswahili/KSL skills to sing the East Africa Community anthem

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Political Systems	**4.3 Citizenship** (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe the rights and responsibilities of a Kenyan citizen, b) state the qualities of a good citizen of Kenya, c) demonstrate the values of a good Kenyan citizen, d) appreciate patriotism as a Kenyan citizen.	Learner is guided to: ● discuss the rights and responsibilities of a Kenyan citizen and present in class. learners with speech difficulties could use alternative modes of communication to discuss and make presentations, ● brainstorm the qualities a good Kenyan citizen, ● use digital resources to watch clips on scenarios that demonstrate values a good Kenyan citizen, while watching videos/clips,	How can we demonstrate good citizenship in our country?

			consider preferential seating for learners with short stature, those on positioning and supportive devices for enhanced view. Adjust the screen resolution for those who may be photosensitive, • create songs and poems on values of a good Kenyan citizen, • create posters on values of a good citizen and post them in strategic places in school, Learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters. They could also give instructions as a peer; a scribe or learner support assistant develops the posters.	

Core Competencies to be developed:
● Communication and collaboration: Learners speak clearly and effectively as they create songs and poems on values of a good Kenyan citizen.
● Creativity and imagination: Learners create posters on values of a good citizen and post them in strategic places in school.

Values:
● Patriotism: Learners collaborate with others as they create songs and poems on values of a good Kenyan citizen.
● Respect: Learners respect diverse opinions as they debate on the rights and responsibilities of a Kenyan citizen.

Pertinent and Contemporary Issues (PCIs):
● Self-awareness: Learners brainstorm rights and responsibilities of a Kenyan citizen and present.
● Critical thinking: Learners create songs and poems on values of a good Kenyan citizen.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Political Systems	**4.4 Human rights** (4 lessons)	By the end of the sub strand, the learner should be able to: a) explain classification of human rights as applied in society, b) describe ways in which human rights are upheld in society, c) demonstrate ways in which human rights are upheld in the society,	Learner is guided to: ● brainstorm categories of human rights and share in class (*political, social and economic categories*), learners with speech difficulties could use alternative modes of communication to share their responses, ● use a chart to illustrate categories of human rights and display in class, learners could be purposively grouped as they	How could respect for human rights promote unity in society?

		d) value respect for Human rights in Kenya.	develop and display the charts, ● use digital/print resources to find out ways in which human rights are upheld in the society, 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 resources. Light intensity should be controlled for learners who may be photosensitive, ● engage with a Human rights officer on ways of promoting respect for human rights in the society, ● role play scenarios that depict respect for human rights in the society, learners could be assigned roles according to individual ability levels during the role play.	

Core competencies to be developed:
- Learning to learn: Learners share what they have learnt as they engage with a Human rights officer on ways of promoting respect for human rights in the society.
- Digital literacy: Learners use digital devices as they discuss ways of upholding human rights in the society

Values:
- Unity: Learners collaborate with others as they use a chart to illustrate categories of human rights and make presentations.
- Responsibility: Learners proactively solve problems as they engage with a Human rights officer on ways in which human rights are violated in society.

Pertinent and Contemporary Issues (PCIs):
- Assertiveness: Learners engage with a resource person on ways in which human rights are protected in society.
- Self-awareness: Learners think, pair, share on human rights.

Link to other Learning Areas:
- Learners use the knowledge of Religious Studies to discern values such as ways of promoting respect for human rights in the society as they engage with a Human rights officer.
- Learners use English/Kiswahili/KSL skills to role play scenarios that depict respect for human rights in the society.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to compare traditional forms of government between The	Compares traditional forms of government between The Buganda and Nyamwezi with appropriate examples.	Compares traditional forms of government between The Buganda and	Compares traditional forms of government between The Buganda and Nyamwezi with minor errors.	Compares the traditional forms of government between The Buganda and

52

Buganda and Nyamwezi.		Nyamwezi.		Nyamwezi with major errors.
Ability to describe the benefits of the East African Community to member states.	Describes the benefits of the East African Community to member states with relevant details.	Describes the benefits of the East African Community to member states.	Describes some of the benefits of the East African Community to member states.	Describes some of the benefits of East African Community to member states omitting major details.
Ability to describe the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen with detailed examples.	Describes the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen omitting a few details.	Describes the rights and responsibilities of a Kenyan citizen omitting major details.

5.0 GOVERNANCE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Governance	**5.1 Peace and Conflict Resolution** (4lessons)	By the end of the sub strand, the learner should be able to: a) explain the causes of conflicts in society, b) describe peaceful methods of resolving conflicts in society, c) illustrate ways of promoting peace in society, d) value peaceful ways of resolving conflicts in the society.	Learner is guided to: ● brainstorm causes of conflicts in society and present in class, learners with speech difficulties could use alternative modes of communication to share their responses and make presentations, ● discuss peaceful methods of resolving conflicts in society and share in class, ● role-play peaceful methods of resolving conflicts in society, learners could be assigned roles according to individual ability levels during the role play, ● watch video lips /	1. Why should we embrace peace in society? 2. How could we live peacefully with others in society?

			documentaries on and illustrate ways of promoting peace in society, learners could be appropriately positioned as they watch the videos/ documentaries, those with manipulation difficulties could be supported to make illustrations, ● write in a journal on any past activities that depict peaceful ways of resolving conflicts, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write the journal.	

Core Competencies to be developed:
- Self-efficacy: Learners examine community needs as they create songs and poems on peace.
- Creativity and imagination: Learners role-play peaceful methods of resolving conflicts in school.

Values:
- Unity: Learners collaborate with others as they design a poster on ways of promoting peace and display in class.

● Responsibility: Learners proactively solve problems as they write essays on ways of promoting peace.
Pertinent and Contemporary Issues (PCIs): ● Self- esteem: Learners role-play peaceful methods of resolving conflicts in school. ● Peace education: Learners discuss peaceful methods of resolving conflicts in society.
Link to Other Learning Areas: ● Learners apply Religious studies knowledge as they discuss peaceful methods of resolving conflicts in society. ● Learners use Creative Arts skills to role-play peaceful methods of resolving conflicts in society.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Governance	**5.2 Government Revenue and Expenditure** (4 lessons)	By the end of the sub strand the learner should be able to: a) identify sources of revenue for National Government in Kenya, b) explain ways in which the National and County Governments in Kenya spend their revenue, c) acknowledge the importance of paying taxes.	Learner is guided to: ● engage a Revenue officer to discuss sources of revenue for National Government in Kenya, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● brainstorm ways in which the National and County governments spend their revenue,	Why do we pay taxes to the government?

<table>
<tr><td></td><td></td><td></td><td>● use digital/print resources to look at the budget allocation for the national and county Governments, 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.
● compose songs and poems that address the importance of paying tax to the government.</td><td></td></tr>
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Core Competencies to be developed:
- Learning to learn: Learners share what they have learned as they engage with a Revenue person on sources of revenue for the National Government in Kenya.
- Citizenship: Learners compose songs and poems that address the importance of paying tax to the government.

Values:
● Unity: Learners collaborate with others as they brainstorm the meaning of revenue and share with peers.
● Integrity: Learners are committed to duty as they create and recite poems on the importance of paying tax to the government.
Pertinent and Contemporary Issues (PCIs):
● Financial literacy: Learners engage with a Revenue officer on sources of government revenue.
● Self -awareness: Learners discuss, in groups, expenditure of government revenue in Kenya.
Link to Other Learning Areas:
● Learners apply Mathematics as they use digital/print resources to explore budget allocation for the national and county Governments.
● Learners use the knowledge in Agriculture and Nutrition to engage a resource person to find out sources of revenue for the National Government in Kenya.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Governance	**5.3 The Preamble of the Constitution of Kenya.** (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify key words in the preamble of the Constitution of Kenya, b) explain the meaning of key words in the preamble of the Constitution of Kenya,	Learner is guided to: ● use digital resources/print media to search for the meaning of the key words in the preamble of the Constitution of Kenya, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers,	What is the importance of the preamble in the Constitution of Kenya?

		c) uphold the Constitution of Kenya.	learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● engage a Court clerk to interpret key words used in the preamble of the Constitution of Kenya, learners with speech difficulties could use alternative modes of communication during the engagement, ● compose and sing or tap or clap or hum to the rhythm of a song on the preamble of the Constitution of Kenya, ● create posters on key words of the preamble of the Constitution of Kenya and display, Learners with manipulation difficulties could use appropriate assistive technology or	

			adapted drawing/ writing resources to develop the posters. They could also give instructions as a peer or a learner support assistant develops and displays the posters.	

Core Competencies to be developed:
- Self-Efficacy: Learners create posters on key words of the preamble of the Constitution of Kenya and display.
- Citizenship: Learners demonstrate responsible decision making as they discuss and list down the key words of the preamble of the Constitution of Kenya and do presentations.

Values:
- Patriotism: Learners serve the community as they compose and sing a song on the preamble of the Constitution of Kenya.
- Peace: Learners display calmness as they engage a Court clerk to interpret the meaning of the key words used in the preamble of the Constitution of Kenya.

Pertinent and Contemporary Issues (PCIs):
- Self -awareness: Learners engage with a Court clerk to interpret the preamble of the Constitution of Kenya.
- Social cohesion: Learners compose and sing a song on the preamble of the Constitution of Kenya.

Link to other learning Areas:
- Learners apply Religious Studies skills to demonstrate responsible decision making as they discuss the meaning of the key words in the preamble of the Constitution of Kenya.
- Learners use the knowledge in English/English/KSL to brainstorm the key words in the preamble in the Constitution of Kenya.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen in details with relevant examples.	Describes the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen omitting minor details.	Describes the rights and responsibilities of a Kenyan citizen omitting major details.
Ability to explain the causes of conflicts in society.	Explains the causes of conflicts in society with a variety of examples.	Explains the causes of conflicts in society.	Explains a few causes of conflicts in society.	Explains a few causes of conflicts in society with pronounced gaps.
Ability to describe ways in which human rights are upheld in society.	Describes in details ways in which human rights are upheld in society.	Describes ways in which human rights are upheld in society.	Describes some ways in which human rights are upheld in society with minor details.	Describes some ways in which human rights are upheld in society omitting major details.

Ability to explain the meaning of key words of the preamble of the Constitution of Kenya.	Explains elaborately the meaning of key words in the preamble of the Constitution of Kenya with examples.	Explains the meaning of key words in the preamble of the Constitution of Kenya.	Explains the meaning of key words in the preamble of the Constitution of Kenya with minor errors.	Explains the meaning of key words in the preamble of the Constitution of Kenya with major errors.
Ability to identify sources of revenue for National Government in Kenya,	Identifies sources of revenue for the National Government in Kenya with examples and much details.	Identifies sources of revenue for the National Government in Kenya.	Identifies sources of revenue for the National Government in Kenya omitting minor details.	Identifies sources of revenue for the National Government in Kenya omitting major details.

APPENDIX I: 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 CSL Activity   • Assign 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.

APPENDIX II: THE FOLLOWING TABLE SHOWS SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES TO SUPPORT LEARNING.

Strand	Sub-Strands	Suggested Assessment Methods/Tools	Suggested Learning Resources	Non-Formal Activities
1.0 Natural and Build Environments in Eastern Africa	**1.1 Position and Size of Countries in Eastern Africa**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Questionnaire	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Charts Display boards • Communication boards • Adapted writing tools • Resource persons	1. Drawing, colouring and displaying the map of Eastern Africa in class. 2. Playing games in groups on position and sizes of countries in Eastern Africa. 3. Drawing latitudes and longitudes on a sketch map of Eastern Africa. 4. Practising locating places on a map using latitudes and longitudes using appropriate

				media.
	1.2 Main physical features in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Questionnaire g) Journaling	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Display boards • Communication boards • Adapted writing tools	1. Drawing a map of Eastern Africa and locating the main physical features and display in class. 2. Exploring and identifying the physical features within the locality.

	1.3 **Climatic regions in Eastern Africa**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Anecdotal records	• Local and extended environment • Real objects • Maps • Photographs, pictures and paintings • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Globes • Display boards • Communication boards • Adapted writing tools	1. Model a map of Eastern Africa showing the main climatic regions. 2. Use appropriate media to find out how climate influence human activities and share in class.

	1.4 **Vegetation in Eastern Africa**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	● Local and extended environment ● Real objects ● Maps ● Photographs, pictures and paintings ● Flash cards and posters ● Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Display boards Charts	1. Draw and display in class a map indicating the main types of vegetation in Eastern Africa. 2. Illustrate mountain vegetation using a diagram. 3. Plan and write down in groups how they will conserve vegetation within the school compound. 4. Plant and care for vegetation at school.

| | 1.5 Historic Built Environments | a) Oral Questions
b) Teacher-made tests
c) Observation
d) Project Work | • Local and extended environment
• Maps
• Photographs, pictures and paintings
• Flash cards and posters
• TV/video/films/slides/ Internet sources
• Vetted digital resources, educational computer games
• Approved textbooks and other printed resources
• Worksheets, Activity sheets
• Resource persons
• Artefacts
• Museum, Monuments, Cultural and historical sites
• Newspaper cuttings
• Magazines/journals
• Libraries
• Display boards | 1. Visit a nearby historic built environment to learn about the past and write a report.
2. Create and recite poems on the importance of historic built environments in Eastern Africa.
3. Engage with a resource person to learn about the importance of historic built environments in Eastern Africa.
4. Collect artefacts and create a cultural corner in school. |

| 2.0 People, Population and Social Organizations | 2.1 Language groups in Eastern Africa | a) Oral Questions
b) Teacher-made tests
c) Observation | • Local and extended environment
• Maps
• Photographs, pictures and paintings
• TV/video/films/slides/ Internet sources
• Live radio broadcasts
• Vetted digital resources, educational computer games
• Approved textbooks and other printed resources
• Worksheets, Activity sheets
• Resource persons
• Newspaper cuttings
• Libraries
• Display boards | 1. Debate on the stories and myths of origin, movement and settlement of different language groups.
2. Do library research and write down the communities in Eastern Africa according to selected language groups.
3. Use digital devices to establish reasons for migration of selected language groups into Eastern Africa.
4. Develop communication messages on importance of unity among language groups.
5. Draw movement routes of the main language groups in Eastern Africa. |

	2.2 Population distribution in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation	● Local and extended environment ● Photographs, pictures and paintings ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings ● Libraries ● Display boards ● Communication boards ● Adapted writing tools	1. Draw a map of Eastern Africa in pairs, and locate areas of high and low population density. 2. Create a poem on population distribution in Eastern Africa. 3. Share with parents /guardians the effects of high population density in Eastern Africa.
	2.3 Culture and social organisation	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling g) Anecdotal Records	● Local and extended environment ● Photographs, pictures and paintings ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Display boards ● Communication boards ● Adapted writing tools ● Resource persons	1. Develop posters on aspects of African traditional culture that ought to be preserved. 2. Sing songs on aspects of African traditional culture that ought to be preserved.

		h) Checklist i) Portfolio	● Vetted digital resources, educational computer games ● Approved textbooks and other ● printed resources ● Resource persons ● Artefacts ● Museum, Monuments, Cultural and historical sites ● Newspaper cuttings ● Magazines/journals ● Libraries	**3.** Share with parents/guardians on aspects of African traditional culture that ought to be preserved.
	2.4 School and Communit y	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling g) Checklist h) Portfolio	● Local and extended environment ● Photographs, pictures and paintings ● Vetted digital resources, educational computer games ● Approved textbooks and other printed Resources ● printed resources ● Resource persons	1. Sing songs on the benefits of collaboration between school and the community. 2. Suggest and carry out a project in collaboration with the community to support community service learning.

			• Newspaper cuttings • Magazines/journals Libraries • Libraries Display boards	3. Role-play ways in which school collaborates with the community
3.0 Resources and Economic Activities in Eastern Africa	**3.1 Beef Farming**	a) Oral Questions b) Teacher-made tests c) Project Work	• Local and extended environment • Maps • Photographs, pictures • Flash cards and posters • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Libraries	1. Creating posters on importance of beef farming 2. Engaging a resource person to find out the contributions of beef farming to the economy of Eastern Africa

| | 3.2 Fishing in Eastern Africa | d) Oral Questions
e) Teacher-made tests
f) Project Work | • Local and extended environment
• Maps
• Photographs, pictures
• Flash cards and posters
• Internet sources
• Vetted digital resources, educational computer games
• Approved textbooks and other printed resources
• Libraries
• Display boards
• Communication boards
• Adapted writing tools
• Resource persons | 1. Create fish and fishing grounds conservation messages and display them in class
2. Locate on a map the main fishing grounds in Eastern Africa using digital devices
3. Illustrate methods of marine fishing in Eastern Africa using appropriate media
4. Create communication messages on fishing and display in class |

	3.3 Wildlife and Tourism in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Checklist d) Portfolio.	● Maps ● Photographs and pictures ● Flash cards and posters ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings ● Libraries ● Display boards	1. Develop charts on challenges and solutions associated with tourism 2. Write essays on ways of promoting tourism in Eastern Africa 3. Visit a nearby tourist attraction site and write a report
	3.4 Transport in Eastern Africa	a) Oral Questions b) Teacher-made c) tests d) Observation	● Local and extended environment ● Maps ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Newspaper cuttings ● Libraries	1. Develop posters on benefits of improved transport 2. network and display them in school 3. Draw a map of Eastern Africa and indicate the main transport networks

	3.5 Communication in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Portfolio	• Real objects • Maps • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games Approved textbooks and other printed resources • Worksheets, Activity sheets • Resource persons • Newspaper cuttings	1. Find out challenges facing communication networks in Eastern Africa using digital resources/appropriate media and write a report 2. Create posters on means of communication used in Eastern Africa

	3.6 Mining in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation	● Maps ● Photographs and pictures ● Realia ● Flash cards and posters ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons	1. Illustrate using diagrams, photos and pictures, how selected minerals are mined in Eastern Africa 2. Write an essay on the effects of mining on the environment
4.0 Political Systems	**4.1 Traditional forms of Government**	a) Oral Questions b) Teacher-made tests	● Photographs , pictures and paintings ● TV/video/films/slides/ Internet sources	1. Find out from your parent/guardian or elders how

		c) Observation d) Project Work e) Checklist f) Portfolio	● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Libraries ● Museums, monuments and cultural centres ● Display boards ● Communication boards ● Adapted writing tools	communities were ruled in the past 2. Illustrate the governance structure among the selected traditional forms of government using a chart and display 3. Role-play a parliamentary session among the Buganda (the Lukiiko)

	4.2 Regional co-operations in Eastern Africa	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Journaling	● Maps ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games Approved textbooks and other printed resources ● Worksheets, Activity sheets ● Resource persons ● Newspaper cuttings ● Magazines/journals ● Libraries	1. Model a map showing member states of East African Community 2. Create communication messages on the benefits of East African Community 3. to member states and post them in strategic points in school. 4. Sing the East African Community anthem

| | 4.3
Citizenship | a) Oral Questions
b) Teacher-made tests
c) Observation
d) Project Work
e) Portfolio | • Photographs, pictures and paintings
• Flash cards and posters
• TV/video/films/slides/ Internet sources
• Live radio broadcasts
• Vetted digital resources, educational computer games
• Approved textbooks and other printed resources
• Resource persons
• Newspaper cuttings | 1. Suggesting and sharing with community leaders' messages on sustainable peace in the community
2. Develop posters on values of a good citizen and post them in strategic positions in school
3. Find out from parents/guardians or elders on ways of becoming a good citizen. |

	4.4 **Human rights**	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	• Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings	1. Developing charts and posters on categories of human rights. 2. Role playing scenarios that depict respect for human rights in the society.

5.0 Governance	5.1 Peace and Conflict Resolution	e) Oral Questions f) Teacher-made tests g) Observation h) Project Work i) Portfolio	• Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings • Magazines/journals • Libraries • Display boards	1. Suggesting and sharing with community leaders' messages on sustainable peace in the community 2. Role-playing peaceful methods of resolving conflicts in society 3. Finding out from parents/guardians or elders on ways of resolving conflicts in society.

5.0 Citizenship and Governance	5.2 Government Revenue and Expenditure	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	● Local and extended environment ● Photographs, pictures and paintings ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings ● Magazines/journals ● Libraries ● Display boards	1. Composing songs and poems on the importance of paying taxes to the government. 2. Creating awareness in the community on the importance of paying taxes to the government.

		5.3 The **Preamble of the Constitution of Kenya**	a) Oral Questions b) Teacher-made tests c) Observation	• Local and extended environment • Photographs, pictures and paintings • Flash cards and posters • TV/video/films/slides/ Internet sources • Live radio broadcasts • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings • Magazines/journals • Libraries • Display boards • Communication boards • Adapted writing tools	

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	• Typing, stamping or signing • Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Providing illustrations to be interpreted for activities that involve drawing • Use of worksheets
2.	Oral or Aural assessment	• Written responses • Use of AAC (*Augmentative and Alternative modes of Communication) e.g. talking books, gestures, body movement, sign language, alphabet cards, facial expressions* • Adjustment of time according to individual needs
3.	Portfolio	• Use of E-Portfolio • Provision of physical support • Use of assistive technology • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded

4.	Practical assessment/ Experiments	- Provision of physical support - Provision of Adapted resources (learner specific) - Description of how to carry out a practical activity while being audio/video recorded - Adjustment of time according to individual needs - Rest intervals according to individual needs - Environmental adaptation
5.	Project	- Provision of physical support - Provision of Adapted resources (learner specific) - Description of how to carry out a practical activity while being audio/video recorded - Adjustment of time according to individual needs - Environmental adaptation