



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN
SOCIAL STUDIES**

GRADE 7

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First published in 2023

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FOREWORD

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

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

The reviewed Grade seven curriculum designs for learners with physical impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

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

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade seven is the first grade of Junior school while Grade 9 is the final grade of the level in the reformed education structure.

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

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

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

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

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

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

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

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

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

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which needs an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- 3. Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		40 + 1

LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

- a) apply literacy, numeracy and logical thinking skills for appropriate self-expression,
- b) communicate effectively, verbally and non-verbally, in diverse contexts,
- c) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- d) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- e) practise relevant hygiene, sanitation and nutrition skills to promote health,
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- g) appreciate the country's rich and diverse cultural heritage for harmonious coexistence,
- h) manage pertinent and contemporary concerns in society effectively,
- i) apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Social Studies is an integrated subject that includes aspects of History, Geography, Citizenship and Life Skills Education. The main theme of Social Studies is “Living Together”. It enables the learner to enhance knowledge about self, be aware and concerned about the welfare of others, protect the environment and be meaningfully engaged at community, national, regional, and global levels. The Learning Area aims at providing the learner with knowledge, skills, values and attitudes necessary for good character formation to enable them to live harmoniously with the other members of the society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

Social Studies is anchored on the tenets of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Goals of Education, and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with the Africa Agenda 2063 and the Strategic Objective 10 of the Continental Education Strategy for Africa (2016-2025), that envision “an integrated, prosperous and peaceful Africa”. In addition, Social Studies addresses the 2017 African Union (AU) Ministers of Education decision to integrate general history of Africa in school curricula and aspirations of SDG 4: Target 7 and Goal 16. It is also anchored on the National Education Sector Strategic Plan (2018-2022), which builds on the successes and challenges of previous sectoral plans, champions a value-based education system and the need to transmit life skills, principles and values for personal, social and economic development.

The learning area is informed and anchored on theories such as Jean Piaget’s theory of cognitive development, Lawrence Kohlberg theory of moral development, Eric Erickson on psychosocial stages of human growth and development, Dewey’s social constructivism, and Vygotsky’s socio-cultural development theory. Social Studies will prepare the learners for the Social Sciences Pathway in Senior School.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) demonstrate an understanding of historical concepts, historical sources and evidence for the development of identity and a sense of belonging,
- 2) develop life skills to navigate through challenges in day-to-day life,
- 3) conserve and manage the environment for sustainable development,
- 4) manage pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen,
- 5) apply research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society,
- 6) apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility,
- 7) appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Lessons
1.0	Social Studies Personal Development	1.1 Self-Exploration	6
		1.2 Social Entrepreneurial Opportunities	4
2.0	People and Relationships	2.1 Human Origin	4
		2.2 Early Civilisation	4
		2.3 Slavery and Servitude	4
		2.4 Developments in medium of Trade	4
		2.5 Diversity and interpersonal relationships	4
		2.6 Peaceful Coexistence	4
3.0	Community Service-Learning	3.1 Community Service-Learning Project	20
4.0	Natural and Historic Built Environments	4.1 Historical Information	4
		4.2 Historical Development of Agriculture	4
		4.3 Maps and map work	10
		4.4 Earth and the Solar System	5
		4.5 Weather	4
		4.6 Fieldwork	10
5.0	Political Development and Governance	5.1 Political Development in Africa	5
		5.2 The constitution of Kenya	5
		5.3 Human Rights	5
		5.4 African Diasporas	5
		5.5 Citizenship	5
Total Number of Lessons			120

STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Personal development</p>	<p>1.1 Self-Exploration</p> <p><i>(6 lessons)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explore personal abilities and interests for holistic development,</p> <p>b) develop personal values for a steady personality,</p> <p>c) manage emotions in day-to-day life,</p> <p>d) appreciate personal awareness in day-to-day life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● reflect and journal personal abilities and interests hence share with a friend in class, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to journal, ● brainstorm how to use personal abilities and interests for holistic development and make presentation in class, learners with speech difficulties could use alternative modes of communication to make presentations, ● share personal values/principles that helps him/her pull through as steady person, ● use print or digital resources to search for how to develop personal principles and share in 	<p>How can personal abilities and interests influence career choices?</p>

			<p>class, learners with manipulation difficulties could be provided with adapted electronic media resources with appropriate accessibility features or be supported by peers, learner support assistants or teacher to manipulate the print/electronic media resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● search using digital or print media how to manage emotions (<i>happiness, love, fear and anger</i>) in day- to- day life, ● share previous experiences in groups how he/she dealt with emotions, ● watch relevant video clips or print media on effective management of the emotions in day-to-day life, learners could be properly positioned for enhanced view while watching the video clips. 	
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Core Competencies to be developed:

- Self-efficacy: Learners reflect and journal personal abilities and interests hence share with a friend in class.
- Critical thinking and problem solving: Learners share previous experiences in groups how they dealt with emotions.

Values:

- Unity: Learners brainstorm how to use personal abilities and interests for holistic development and make presentation in class.
- Responsibility: Learners use print or digital resources to search for how to develop personal principles and share in class.

Pertinent and Contemporary Issues (PCIs):

Decision making skills: Learners reflect and journal personal abilities and interests hence share with a friend in class.

Link to other learning areas:

English/Kiswahili/KSL: Learners use speaking and listening skills to brainstorm personal abilities and interests for holistic development.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Personal development	1.2 Entrepreneurial Opportunities in Social Studies (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify entrepreneurial opportunities that closely match their personality, b) describe requirements for social entrepreneurial opportunities in world of work,	The learner is guided to: ● use digital or print media to search and classify entrepreneurial opportunities in social studies and make presentation in class, learners with manipulation difficulties could be provided with adapted electronic media resources with appropriate accessibility	1. What is entrepreneurship 2. Which entrepreneurial opportunities exist in society?

		<p>c) appreciate entrepreneurial opportunities in social studies.</p>	<p>features or be supported by peers, learner support assistants or teacher to manipulate the digital/print media resources. Light intensity should be controlled for learners who may be photosensitive, learners could also make oral, written or digital presentations,</p> <ul style="list-style-type: none"> ● create posters of common entrepreneurial opportunities in social studies and display in class, learners with manipulation difficulties could use appropriate assistive technology or use adapted drawing resources to develop the posters. They could also give instructions as a peer or learner support assistant does the actual development, ● use digital or print media to find out the personality requirements for any <i>five</i> social studies entrepreneurial 	
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			<p>opportunities in day to day life and make presentations in class,</p> <ul style="list-style-type: none"> ● draw, trace or copy paste charts showing alignment of personal talents or abilities with different entrepreneurial opportunities in the country, ● engage a relevant resource person to give a talk on entrepreneurial opportunities versus personality types in day to day life, learners with speech difficulties could use alternative modes of communication during the engagement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learners create posters of common entrepreneurial opportunities in social studies and display in class. ● Digital Literacy: Learners use digital or print resources to explore entrepreneurial opportunities in Social Studies. 				
<p>Values:</p> <p>Responsibility: Learners create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school.</p>				

Pertinent and Contemporary Issues (PCIs)

- Career exploration: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities.
- Decision making skills: Learners develop analytic and critical thinking skills as they use digital or print resources to explore entrepreneurial opportunities in Social Studies.

Link to other learning areas:

- Pre-Technical Studies: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore personal abilities and interests for self-improvement	Learner extensively explores personal abilities and interests for self-improvement with examples.	Learner explores personal abilities and interests for self-improvement.	The learner explores personal abilities and interests for self-improvement omitting a few details.	Learner explores personal abilities and interests for self-improvement omitting a lot of details.
Ability to identify entrepreneurial opportunities that closely match their personality	Learner identifies and describes entrepreneurial opportunities that closely match their personality using examples.	Learner identifies entrepreneurial opportunities that closely match their personality	Learner identifies entrepreneurial opportunities that closely match their personality leaving out a few of them	Learner identifies entrepreneurial opportunities that closely match their personality leaving out many of them

STRAND 2.0: PEOPLE AND RELATIONSHIPS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People and Relationships	2.1 Human Origin <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explore traditional stories of human origin from African communities, b) explain religious stories about the origin of humankind, c) illustrate common aspects from traditional and religious stories of human origin, d) acknowledge religious and traditional stories of human origin. 	The learner is guided to: <ul style="list-style-type: none"> ● engage a resource person to discuss the traditional and religious stories on human origin from different communities, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● compare the different stories on human origin from their communities and share in class, ● write a collaborative essay on traditional and religious stories of human origin, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays, 	How did human beings come to be?

			<ul style="list-style-type: none"> ● record traditional stories about the origin of humankind in society, ● use relevant print and electronic media, resources to research and present in class the traditional and religious stories about the origin of humankind, 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, ● discuss ways of recording traditional stories about the origin of humankind in society. ● discuss the implications of the traditional and religious stories on human origin. 	
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Core Competencies to be developed:

Communication and Collaboration: Learners engage a resource person to discuss the traditional and religious stories on human origin from different communities.

Values:

Respect: Learners discuss in turns the implications of the traditional and religious stories on human origin

Pertinent and Contemporary Issues (PCIs):

Social awareness: Learners relate well with others as they compare different stories on human origin.

Link to other learning areas:

Religious Education: Learners relate with creation stories as they engage a resource person to discuss the traditional and religious stories on human origin.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Relationships	2.2 Early Civilization <i>(4 lessons)</i> - <i>Ancient Egypt,</i> - <i>Great Zimbabwe</i> - <i>The Kingdom of Kongo,</i>	By the end of the sub-strand, the learner should be able to: a) explore factors that led to the growth of the selected ancient Kingdoms in Africa, b) locate the selected ancient Kingdoms on a map of Africa, c) assess the contribution of ancient Kingdoms to the modern world civilisation,	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on factors that led to the growth of <i>ancient Egypt, Great Zimbabwe, and the Kingdom of Kongo</i>, learners with speech difficulties could use alternative modes of communication to share their responses ● use appropriate digital or print media to find out the location of <i>ancient Egypt, Great Zimbabwe, and the Kingdom of</i> 	How has early African civilization influenced the world today?

		<p>d) appreciate the contribution of ancient kingdoms to the development of the modern world.</p>	<p><i>Kongo from the map of Africa</i>, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● watch and critic audio-visual documentary on the contribution of Ancient Kingdoms to the modern world civilisation, learners could be appropriately positioned for enhanced view as they watch the documentary, ● write an essay on the contribution of ancient Kingdoms to the development of the modern world civilisation and present it in class, learners with 	
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			manipulation difficulties could be supported by peers, learner support assistant or a scribe to write ,type or present their essays.	
Core Competencies to be developed:				
Critical thinking: Learners watch and critic audio-visual documentary on the contribution of Ancient Kingdoms to the modern world civilisation.				
Values:				
Unity: Learners watch and critic audio-visual documentary on the contribution Ancient Kingdoms to the modern world civilisation.				
Pertinent and Contemporary Issues (PCIs):				
Self-esteem: Learners write and present in class an essay on the contribution of ancient Kingdoms to the development of the modern world civilisation.				
Link to other Learning Areas:				
Creative Arts: Learners apply knowledge drawn from architectural designs, dressing and artefacts as they write an essay on contribution of Ancient Kingdoms to the modern world civilisation.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Relationships	2.3 Slavery and Servitude (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the various forms of slavery and servitude in	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of slavery and servitude and share their findings in class, learners with speech difficulties could 	Why has slavery and servitude existed for thousands of years?

		<p>traditional African society,</p> <p>b) explain factors which led to development of Indian ocean slave trade,</p> <p>c) sketch the geographical extent of the regions covered by Indian Ocean slave trade in Africa,</p> <p>d) desire to promote human dignity for a just and peaceful world.</p>	<p>use alternative modes of communication to share their findings in class,</p> <ul style="list-style-type: none"> ● discuss various forms of slavery and servitude in traditional African society, ● use digital or print resource to find out the factors which led to development of Indian ocean slave trade, 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, ● draw, trace or copy paste the geographical extent of the regions covered by the Indian Ocean Slave trade in Africa, ● debate on various social injustices committed on the 	
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			<p>Africans during Indian ocean slave trade in 15th century,</p> <ul style="list-style-type: none"> ● develop slogans on ways of promoting human dignity for a just and peaceful world and share in class, learners could share their work orally, in written or electronic formats. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners contribute to group decision making as they brainstorm on the meaning of slavery and servitude and share their findings in class. ● Learning to learn: Learners develop use of digital learning platforms for continuous learning and development as they use appropriate digital devices to draw and show the geographical extent of the regions covered by Indian Ocean slave trade in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners work in groups to brainstorm on various forms of slavery and servitude in traditional African society. ● Respect: Learners debate with open mind on various social injustices committed on the Africans during Indian Ocean slave trade in 15th century. ● Responsibility: Learner observe safety precautions as they use print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th century, ● Human Rights: Learners identify the various forms of slavery and servitude in traditional African society and locate areas where slaves were taken during Indian Ocean slave trade. 				

- Effective Communication: Learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.

Link to other learning Areas:

- Learners use speaking skills in languages as they brainstorm on the forms of slavery and servitude.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Relationships	2.4 Developments in medium of trade (4 lessons)	By the end of the sub-strand, the learner should be able to: a) compare barter trade and the use of currency trade in Africa, b) trace the factors that led to introduction of money in Africa, c) deduce the impact of introduction of money in Africa d) appreciate medium of trade for sustainability.	Learner is guided to: <ul style="list-style-type: none"> • brainstorm what is barter trade, • discuss the comparison between barter trade and use of currency trade in Africa, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, • use digital /print media to find out factors that led to introduction of money in 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 digital/ print resources. Light 	How has money transformed trade in Africa?

			<p>intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● brainstorm the impact of introduction money in Africa, ● engage a resource person to give a talk on the impact of the introduction of money in Africa, ● role play barter trade and the use of currency trade in Africa and provide a critic, learners could be assigned roles according to ability levels during the role play. 	
<p>Core Competencies to be developed: Communication and Collaboration: Learners speak effectively and logically as they compare barter trade and use of currency in Africa.</p>				
<p>Values: Respect: Learners develop acceptance as they listen to each other as they brainstorm on the impact of the introduction of money in Africa,</p>				

Pertinent and Contemporary Issues (PCIs):

Self-awareness: Learners role play and barter trade and the use of currency.

Link to other Learning Areas:

Pre-Technical studies: Learners apply knowledge gained from the impact of the introduction of currency in Africa.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Relationships	2.5 Diversity and interpersonal relationships (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify factors that determine human diversity in the society, b) explain interpersonal skills that enhance healthy interactions in a multicultural society, c) classify the desirable and undesirable personality attributes, d) appreciate the importance of building healthy relationships in multicultural society.	Learner guided to: <ul style="list-style-type: none"> ● brainstorm what is human diversity, ● use digital or print materials to search for factors that determine human diversity, 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, 	<ol style="list-style-type: none"> 1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

			<ul style="list-style-type: none"> ● debate and classify desirable and undesirable personality attributes, learners with speech difficulties could use alternative modes of communication to share their responses during the debate, ● role play in class the personality attributes to enhance self-awareness, learners could be assigned roles according to ability levels during the role play, ● outline personality attributes to enhance self-awareness, ● engage a resource person to discuss life skills that would promote healthy interactions in a multi-cultural society (<i>effective communication, negotiation skills, Assertiveness, empathy</i>), ● research using appropriate print, library resources or digital devices on the 	
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			components of human identity in a multi-cultural society, <ul style="list-style-type: none"> ● role play the importance of building healthy relationships in a multi-cultural society. 	
Core Competencies: <ul style="list-style-type: none"> ● Self-efficacy: Learners debate and classify desirable and undesirable personality attributes. ● Learning to learn: Learners develop relationships skills as the role play the importance of building healthy relationships in a multi-cultural society. 				
Values: Respect: Learners develop acceptance as they listen to each other while brainstorming personality attributes which make individuals different from others.				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Self-esteem: Learners develop creative skills as they compose and recite poems which propagate inclusion and diversity. ● Self-awareness: Learners role play the personality attributes to enhance self-awareness. 				
Link to other Learning Areas: English/Kiswahili/KSL: Learners engage a resource person to discuss life skills that would promote healthy interactions in a multi-cultural society.				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People and Relationships	2.6 Peaceful Co-existence	By the end of the sub-strand, the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm qualities of a peaceful person in the community, learners with speech 	1. How can we promote peace for mutual social well-being?

	(<i>4 lessons</i>)	<p>a) outline qualities of a peaceful person in the community,</p> <p>b) explore factors that promote peaceful co-existence,</p> <p>c) assess peaceful conflict resolution process in day-to-day life,</p> <p>d) value importance peaceful coexistence in the community in day-to-day life.</p>	<p>difficulties could use alternative modes of communication to share their responses,</p> <ul style="list-style-type: none"> ● write an essay on qualities of a peaceful person, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays, ● use digital or print resources to find out peaceful conflict resolution process, 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, ● engage a resource person to give a talk on factors that promote peaceful co-existence, ● role play a peaceful conflict resolution process in day-to-day 	<p>2. How can I manage stress and emotion to promote inner peace?</p>
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			<p>life, learners could be assigned roles according to ability levels during the role play,</p> <ul style="list-style-type: none"> ● compose and recite peace poems on the importance peaceful co-existence in the community in day-to day life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners compose and recite peace poems on the importance peaceful co-existence in the community in day-to day life. ● Digital literacy: Learners use digital or print resources to find out the peaceful conflict resolution processes. 				
<p>Values: Peace: Learners role play peaceful conflict resolution process in day-to-day life.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: Learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.</p>				
<p>Link to other Learning Areas: Learners use creative skills to compose and recite peace poems in class.</p>				

Suggested Assessment Rubric

Level \ Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to assess contribution of ancient Kingdoms to the	Learner assesses contribution of ancient Kingdoms to the modern	Learner assesses contribution of ancient	Learner assesses contribution of ancient Kingdoms to the modern world civilisation	Learner assesses contribution of ancient Kingdoms to the

modern world civilisation	world civilisation comprehensively.	Kingdoms to the modern world civilisation.	leaving out a few contributions.	modern world civilisation leaving out many contributions.
Ability to identify the various forms of slavery and servitude in traditional African society.	Learner identifies the various forms of slavery and servitude in traditional African society with examples.	Learner identifies the various forms of slavery and servitude in traditional African society.	Learner identifies the various forms of slavery and servitude in traditional African society omitting a few details.	Learner identifies the various forms of slavery and servitude in traditional African society omitting many details.
Ability to locate on a map of Africa the areas settled by the three selected African communities.	Learner locates on a map of Africa the areas settled by the three selected African communities with precision.	Learner locates on a map of Africa the areas settled by the three selected African communities.	Learner locates on a map of Africa the areas settled by 2 selected African communities.	Learner locates on a map of Africa the areas settled by one of selected African communities.
Ability to trace the factors that led to introduction of money in Africa.	Learner traces the factors that led to introduction of money in Africa comprehensively.	Learner traces the factors that led to introduction of money in Africa.	Learner traces the factors that led to introduction of money in Africa leaving out few factors.	Learner traces the factors that led to introduction of money in Africa leaving out many factors.
Ability to identify different relationships in the society.	Learner identifies and describes different relationships in the society.	Learner identifies different relationships in the society.	Learner identifies different relationships in the society omitting minor details.	Learner identifies different relationships in the society omitting major details.

Ability to explore qualities of a peaceful person in the community.	Learner explores qualities of a peaceful person in the community in exhaustively.	Learner explores qualities of a peaceful person in the community.	Learner explores qualities of a peaceful person in the community leaving out a few qualities.	Learner explores qualities of a peaceful person in the community leaving out many details.
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STRAND 3.0: COMMUNITY SERVICE LEARNING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.0 Community Service learning</p>	<p>Community Service Learning (20 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of key terms used in community service learning (CSL) and CSL projects, b) describe the importance of CSL in the community, c) outline steps of a CSL project/activity, d) execute a class CSL project, e) desire to conduct CSL project in the community. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on the meaning of the terms community, community services, community service learning (CSL), project (activities outside class), problem (gaps or opportunities), solution (remedy), plan of activity, implementation, written report of a project, learners with speech difficulties could use alternative modes of communication during this activity, ● discuss the steps involved in carrying out a CSL project: <ul style="list-style-type: none"> - identification and verification of a problem/gap/opportunity, - planning to solve an identified problem, 	<p>How can community service learning contribute to community development?</p>

			<ul style="list-style-type: none"> - designing solution(s) to the problem, - implementing the solution/filling the gap, - reflecting and reporting on the project/activity done. ● identify and brainstorm on problems/gaps in their context/community, ● discuss, verify and adopt one problem for the class/groups project, ● propose and plan way(s) of solving the problem, ● implement the solution of the problem in the community, ● write and report on the accomplished project, ● discuss CSL benefits for self and the community, learners with speech difficulties could use alternative modes of communication during the discussion. 	
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Core Competencies to be developed:

- Communication and collaboration: Learners develop skills of listening keenly and effectively as they discuss and brainstorm on types of projects and identification of relevant community problems.
- Critical Thinking and Problem Solving: Learners develop the skill of exploring complex problems as they identify projects that can be undertaken in the community
- Self-efficacy: Learners develop self-awareness skills as they consider the steps in a CSL project and propose ways in which they can present CSL findings.

Values:

- Love: Learners develop selflessness as they engage in a discussion on the benefits of CSL for self and community.
- Responsibility: Learners develop self-drive as they implement the solution of the problem in the community.

Link to other learning areas:

- All subjects as they provide PCIs and undertake CSL activities.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain the steps in a CSL project/activity.	Learner explains the steps in a CSL project exhaustively.	Learner explains the steps in a CSL project.	Learner explains most of the steps in the CSL project.	Learner explains a few of the steps in the CSL project.
Ability to accomplish a CSL project/activity in group(s).	Learner accomplishes a CSL project/activity in group(s) excellently.	Learner accomplishes a CSL project/activity in group(s).	Learner accomplishes the CSL project/activity in group(s) with inconsistencies.	Learner accomplishes the CSL project/activity in group(s) with glaring inconsistencies.

Ability to explain the importance of CSL in the community.	Learner explains clearly the importance of CSL in the community and shares various examples.	Learner explains the importance of CSL in the community.	Learner explains the importance of CSL in the community missing out a few points.	Learner explains the importance of CSL in the community missing out many points.
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STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Natural and Historic Built Environments</p>	<p>4.1 Historical information (4 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify various sources of historical information in the society,</p> <p>b) distinguish between primary and secondary sources of historical information,</p> <p>c) explore how various sources of historical information have been preserved over the years,</p> <p>d) appreciate the significance of various sources of historical information in providing evidence of past human accounts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● use appropriate print media or digital resources to identify sources of historical information in the society and share in class, learners could be purposively grouped as they carry out the activity, ● design posters on primary and secondary sources of historical information in the society and display in class, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to design the posters. They could also give instructions as a peer or learner support assistant does the actual design and display, ● discuss ways of preserving sources of historical information, learners with speech difficulties 	<p>How significant are sources of historical information in understanding past human accounts?</p>

			<p>could use alternative modes of communication during the discussion,</p> <ul style="list-style-type: none"> ● debate on the significance of various sources of historical information in providing evidence of past human accounts. ● engage a relevant resource person on historical information. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners express themselves with clarity as they debate on the significance of historical information. ● Digital Literacy: Learners use digital technology to effectively accomplish their own tasks as they find out the sources of historical information using appropriate media. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners develop dedication as they debate on the significance of various sources of historical information in providing evidence of past human accounts. ● Responsibility: Learners diligently use appropriate print media or digital resources to find out sources of historical information. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social Cohesion: Learner’s debate as a class on the significance of historical sources of information in the society.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners apply listening and speaking skills as they discuss in small groups, sources of historical information in the society and debate on the significance of historical sources of information in the society. ● Learners apply creative skills as they design posters on primary and secondary sources of historical information in the society. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.2 Historical Development of Agriculture (4 lessons)	By the end of the sub-strand the learner should be able to: a) locate areas where early agriculture was practised in selected geographical regions in Africa, b) explore crops grown and animals kept in selected regions during early agriculture, c) illustrate methods of irrigation used in ancient Egypt, d) assess the contribution of the Nile valley agriculture to world civilization, e) explore possible careers in Agriculture, f) value the importance of domestication of plants and animals in Africa.	Learners are guided to: <ul style="list-style-type: none"> ● use appropriate digital devices and other sources to draw, trace or copy paste the map of Africa and show areas where early agriculture was practised in selected geographical regions. (Rift Valley of Eastern Africa, Egypt and Nubia), ● carry out research in groups on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class, learners with speech difficulties could use alternative modes of communication to share/report their findings, ● view video clips or photographs on methods of irrigation used in ancient 	<ol style="list-style-type: none"> 1. Why did people start practising agriculture in Africa? 2. How did Agriculture begin in Africa?

			<p>Egypt, learners could be appropriately positioned as they view the video clips or photographs,</p> <ul style="list-style-type: none"> ● draw, trace or copy paste diagrams showing methods of irrigation which were used in ancient Egypt, ● discuss the contribution of the Nile valley agriculture to world civilisation, ● collect/ download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt, learners with manipulation difficulties could be supported by peers or learner support assistant to download or collect the pictures, ● discuss different careers associated with agro farming and animal husbandry. 	
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Core Competencies to be developed:

Learning to Learn: Learners are able to complete tasks as they carry out research in groups on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region.

Values:

- **Unity:** Learners apply equity as they carry out research on animals kept and types of crops which were grown during early agriculture.
- **Patriotism:** Learners develop citizenship as they discuss the contribution of the Nile Valley agriculture to world civilization.

Pertinent and Contemporary Issues (PCIs)

- **Social Cohesion:** Learners classify crops grown and animals which were kept during early agriculture.
- **Environmental Education:** Learners illustrate methods of irrigation which were used during early agriculture.

Link to other learning areas:

- Learners use knowledge of animal husbandry as they research on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region.
- Learners use creative skills as they draw diagrams showing methods of irrigation which were used during early agriculture in Egypt.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Natural and Historic Built Environments in Africa	4.3 Maps and map work (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the position, shape and size of Africa, b) locate places and features using latitudes and longitudes on a map, c) calculating the time of different places in the world, d) appreciate the location of key features in the continent. 	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm the position, shape and size of Africa and share in class, learners with speech difficulties could use alternative modes of communication to share their responses, ● buzz the countries that make up Africa and display in class, learners with manipulation and mobility difficulties could be supported by peers or learner support assistant to make the displays, ● draw, trace or copy paste an outline map of Africa creatively and indicate the countries that make up Africa and display in class, ● use relevant print, media or digital devices to establish the position and location of places and features on a map, learners with manipulation difficulties 	<ol style="list-style-type: none"> 1. How are maps used? 2. Why is time different in various locations?

			<p>could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,</p> <ul style="list-style-type: none"> ● calculate time of different places using longitudes, learners with manipulation difficulties could be purposively grouped or be supported by a learner support assistant or a scribe during this activity, ● research on the three types of maps used in Social Studies and make summary notes (<i>Topographical maps, Sketch maps and Atlas Maps</i>), ● discuss the three types of maps in social Studies, ● discuss and appreciate positive features that are associated with Africa. 	
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Core Competencies to be developed:

- Digital Literacy: Learners apply the skill of designing and creating new digital artefacts, content and materials as they establish the position and location of places and features on a map.
- Creativity and Imagination: Learners undertake group activities and exchange new ideas that inspire creative thinking as they draw an outline map of Africa.

Values:

- Responsibility: Learners develop diligence as they research the three types of maps used in Social Studies and make summary notes.
- Patriotism: Learners develop loyalty as they draw an outline map of Africa and indicate the countries that make up Africa.
- Unity: Learners demonstrate fairness as they brainstorm the position, shape and size of Africa.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners brainstorm the position, shape and size of Africa.
- Environmental Education: Learners use latitudes to locate the position of places and features on a map.

Link to other learning areas:

Learners apply calculation skills as they use longitudes to calculate time of different places in the world.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments in Africa	4.4 Earth and the Solar System (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the origin of the earth, b) explore the size, shape and position of the earth in the solar system,	Learner is guided to: ● share stories on the origin of the earth from their communities, learners with speech difficulties could use alternative modes of communication to share their stories,	Why is it important to understand the solar system?

		<p>c) examine the effects of rotation and revolution of the earth on human activities,</p> <p>d) illustrate the internal structure of the earth in the solar system,</p> <p>e) appreciate the effects of rotation and revolution of the earth on human activities.</p>	<ul style="list-style-type: none"> ● use relevant print or digital resources to find out about the theories explaining the origin of the earth (<i>the passing star theory and the nebula cloud theory</i>), 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., ● brainstorm the size, shape and position of the earth in the solar system, ● carry out library research on effects of rotation and revolution of the earth on human activities, ● draw, trace or copy paste the solar system and indicate the position of the earth as the home of humankind, ● draw, trace or copy paste the internal structure of the earth 	
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			<p>and display in class (<i>core, mantle and crust</i>),</p> <ul style="list-style-type: none"> ● develop communication messages on the effects of rotation and revolution of the earth on human activities, Learners with manipulation difficulties could use their digital devices to develop the communication messages. They could also give instructions as a peer or learner support assistant develops the same. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learners work collaboratively as they carry out library research on effects of rotation and revolution of the earth on human activities. ● Self-Efficacy: Learners demonstrate task management skills as they model the solar system and show the position of the earth. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners demonstrate humility as they share stories on the origin of the earth. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental Education: Learners examine the effects of rotation and revolution of the earth on human activities. ● Social Cohesion: Learners share stories on the origin of the earth from their communities. 				
<p>Link to other learning areas:</p> <p>Learners apply computing skills as they use relevant print or digital resources to find out the theories explaining the origin of the earth.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.5 Weather (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the elements of weather in the environment, b) construct selected instruments for measuring elements of weather, c) examine the significance of weather to human environment, d) respond appropriately to different weather conditions in the environment. 	Learner is guided to: <ul style="list-style-type: none"> ● use relevant print or digital resources to research the elements of weather in the environment 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, ● record and calculate weather conditions in the local environment (<i>temperature, rainfall</i>), ● discuss the factors considered when constructing and siting a weather station in the school compound, learners with speech difficulties could use alternative modes of communication during the discussion, ● use locally available materials to construct selected 	<ol style="list-style-type: none"> 1. Why are elements of weather in the environment important? 2. How can we predict change in weather conditions?

			<p>instruments for measuring elements of weather (a <i>rain gauge/ wind vane/windsock</i>) and peer assess, learners could be purposively grouped as they carry out the activity, ensure safety as they collect and manipulate the tools and materials to construct the instruments,</p> <ul style="list-style-type: none"> ● brainstorm on the significance of weather to the human environment and how to appropriately change to varied weather conditions, ● invite a resource person from a meteorological station to discuss possible careers related to climate. 	
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Core Competencies to be developed:

Creativity and Imagination: Learners experiment ideas and see if they work as they use locally available materials to construct selected instruments for measuring elements of weather.

Values

Responsibility: Learners demonstrate determination as they construct and site a weather station in the school compound.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: Learners acquire knowledge on weather elements and respond appropriately to different weather conditions.
- Decision making: Learners discuss the factors to consider when constructing and siting a weather station in the school compound.

Link to other learning areas:

Learners record and calculate weather conditions in the local environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.6 Field work (10 lessons)	By the end of the sub-strand, the learner should be able to: a) examine methods of data collection used in field work, b) use analysis methods to process data from field work, c) explore solutions to challenges in carrying out field work, d) value field work in investigating phenomena.	Learner is guided to: <ul style="list-style-type: none">● use digital devices to search methods of data collection (<i>observation, questionnaire, interview and focus group discussion</i>), 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,● use analysis methods (<i>mean, median and mode</i>) and	<ol style="list-style-type: none">1. Why is field work important in social studies?2. How should we conduct field work?

			<p>presentation in field work and present in class, learners could make oral, written or electronic presentations during this activity,</p> <ul style="list-style-type: none"> ● brainstorm challenges likely to be encountered during field work and possible solutions, learners with speech difficulties could use alternative modes of communication during this activity, ● carry out fieldwork to investigate phenomena in the immediate environment, learners with mobility difficulties could be supported by peers or learner support assistant to move as they carry out the field work. Ensure safety during this activity. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking: Learners carry out fieldwork to investigate phenomena in the immediate environment. ● Communication and Collaboration: Learners brainstorm challenges likely to be encountered during field work and possible solutions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners demonstrate self-drive as they carry out fieldwork. ● Respect: Learners show respect to the people they interact with during field work. 				

Pertinent and Contemporary Issues (PCIs):

Safety and Security: Learners carry out fieldwork exercising caution to investigate phenomena in the immediate environment.

Link to other learning areas:

Learners apply listening and speaking skills as they discuss challenges likely to be encountered during field work and possible solutions.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explore crops grown and animals kept in selected regions during early agriculture.	Learner explores crops grown and animals kept in selected regions during early agriculture with examples.	Learner explores crops grown and animals kept in selected regions during early agriculture.	Learner explores some crops grown and animals kept in selected regions during early agriculture.	Learner explores very few crops grown and animals kept in selected regions during early agriculture.
Ability to describe the position, shape, and size of Africa.	Learner describes comprehensively the position, shape and size of Africa.	Learner describes the position, shape, and size of Africa.	Learner describes the position, shape, and size of Africa with a few gaps.	Learner describes the position, shape, and size of Africa with major gaps.
Ability to use latitudes and longitudes to locate places and features on a map.	Learner uses latitudes and longitudes to locate places and features on a map excellently.	Learner uses latitudes and longitudes to locate places and features on a map.	Learner uses latitudes and longitudes to locate some places and features on a map.	Learner uses latitudes and longitudes to locate fewer places and features on a map.

Ability to describe the origin, size, shape and position of the earth in the solar system.	Learner describes the origin, size, shape and position of the earth in the solar system with examples.	Learner describes the origin, size, shape and position of the earth in the solar system.	Learner partially describes the origin, size, shape and position of the earth in the solar system.	Learner hardly describes the origin, size, shape and position of the earth in the solar system.
Ability to examine methods of data analysis and presentation to ease interpretation.	Learner examines methods of data analysis and presentation to ease interpretation with examples.	Learner examines methods of data analysis and presentation to ease interpretation.	Learner examines some methods of data analysis and presentation to ease interpretation.	Learner examines few methods of data analysis and presentation to ease interpretation.
Ability to explore solutions to challenges in carrying out field work.	Learner explore solutions to challenges in carrying out field work with examples.	Learner explore solutions to challenges in carrying out field work.	Learner explore solutions to challenges in carrying out field work with minor gaps.	Learner explore solutions to challenges in carrying out field work with major gaps.

STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub-Stand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Development and Governance	5.1 Political Development in Africa <i>(5 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explore roles of European groups in the ‘Scramble for and Partition’ of Africa, b) examine the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa, c) locate the regions of partition by the European groups that came to Africa. d) acknowledge the political organisation of the selected African communities up to 1900. 	Learner is guided to: <ul style="list-style-type: none"> ● discuss the various European groups that came to Africa and share, learners with speech difficulties could use alternative modes of communication to share their responses, ● brainstorm the terms “Scramble for and Partition of Africa and make presentations, learners could make oral, written or digital presentations, ● match the countries in Africa with their colonial masters, ● draw, trace or copy paste the map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa and display them in class, learners with 	How did developments in Europe influence the scramble and partition of Africa?

			<p>manipulation and mobility difficulties could be supported by peers or learner support assistant to display their maps,</p> <ul style="list-style-type: none"> ● using posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners engage with other social cultural groups at the local, national, regional and global contexts as they study the selected African communities. ● Creativity and Imagination: Learners discover fresh ways of doing things by observing the world around them as they draw the map of Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners demonstrate citizenship as they match the countries in Africa with their colonial masters, ● Responsibility: Learners engage in assigned roles and duties as they use posters to displays in class the terms of the Berlin conference of 1884-1885. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Cultural Awareness: Learners study the selected African communities and brainstorm the political organisation and social cultural issues. ● Good governance: Learners brainstorm the political organisation and leadership of the selected communities. 				
<p>Link to other learning areas: Learners apply Creative Arts skills as they draw the map of Africa and indicate the areas taken up by the different European countries during the partition of Africa.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.2 The Constitution of Kenya (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the importance of the Constitution of Kenya for social wellbeing, b) analyse ways of upholding and protecting the Constitution of Kenya for social cohesion, c) apply the national values in day-to-day life as provided in the Constitution of Kenya for promotion of good governance, d) uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.	Learner is guided to: <ul style="list-style-type: none"> ● use print or digital devices to conduct an online research, write an essay on the importance of the Constitution and share in class, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write/type and share their essays in class, ● watch a video on the promulgation of the Constitution of Kenya and discuss in class, learners could be appropriately positioned as they watch the video, ● design a sample constitution for the class and display in class, learners could be purposively grouped during this activity, ● write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya and 	<ol style="list-style-type: none"> 1. Why should a country have a constitution? 2. Why should we uphold and protect the Constitution?

			<p>present in class, learners could make presentations orally, in written or electronic formats,</p> <ul style="list-style-type: none"> ● discuss ways of upholding and protecting the Constitution of Kenya, learners with speech difficulties could use alternative modes of communication during the discussion. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners demonstrate shared commitment to the ideals of the nation as they watch a video on the promulgation of the Constitution of Kenya. ● Self-efficacy: Learners demonstrate the skill of task execution as they compose simple slogans or statements on any of the eight national values as provided in the Constitution of Kenya and present in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners demonstrate democracy as they watch a video on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution. ● Social justice: Learners demonstrate freedom as they discuss ways of upholding and protecting the Constitution of Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners create a sample constitution for the class and display in class. ● Good governance: Learners organise an open forum as a class to pass messages on public engagement and democratic representation to the community. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners apply listening, writing and speaking skills as they hold discussions, group activities, write essays, and create a class constitution. ● Learners apply Creative Arts concepts to compose songs, write slogans and make presentations in class and community. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.3 Human Rights (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) classify human rights as stipulated in the human rights instruments, b) explore characteristics of human rights in society, c) explain the concept of equity and non-discrimination in fostering solidarity, d) act to promote equity and non-discrimination for social justice, e) value human rights for promotion of human dignity. 	Learner is guided to: <ul style="list-style-type: none"> ● create posters on the classification of human rights and display them in school, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to create the posters. They could also give instructions as a peer or a learner support assistant creates and displays the posters, ● use a tree diagram to indicate characteristics of human rights and display in class, ● brainstorm on issues of equity and non-discrimination, learners with speech difficulties could use alternative modes of communication to share their responses during the session. 	<ol style="list-style-type: none"> 1. Why is it important to know our rights? 2. How can we promote equity and non- discrimination in society? 3. How can we promote respect for human rights in our community?

			<ul style="list-style-type: none"> develop posters on equity and non- discrimination and display them in school. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship: Learners examine social justice issues in local, national, regional and global contexts as they brainstorm on issues of equity and non-discrimination. Creativity and Imagination: Learners undertake group activities and exchange new ideas that inspire creative thinking as they create posters on the classification of human rights. 				
<p>Values:</p> <ul style="list-style-type: none"> Social justice: Learners demonstrate responsibility as they develop posters on equity and non-discrimination. Unity: Learners demonstrate cooperation as they create posters on the classification and use a tree diagram to indicate characteristics of human rights. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Social Cohesion: Learners in groups create posters on the classification of human rights and display them in school. Good Governance: Learners develop posters on equity and non- discrimination and display them in school 				
<p>Link to other learning areas: Learners use graphic designs as developed in Creative Arts to develop posters on equity and non- discrimination and display them in school.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.4 African Diasporas (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) explore the factors that contributed to the presence of	Learner is guided to: <ul style="list-style-type: none"> with the aid of print or internet resources, discuss the concept of African diasporas, 	1. How can we promote collaboration between

		<p>African diasporas across the world,</p> <p>b) locate countries inhabited by African diasporas by 1960 on a world map,</p> <p>c) assess the role of the diasporas in the political development in Africa,</p> <p>d) acknowledge the African diasporas and promotion of African unity in society today.</p>	<ul style="list-style-type: none"> ● use library resources to research on the factors that contributed to the presence of African diasporas across the world and share the findings in class, learners could share their findings orally, in written or digital formats, ● use print or digital resources to indicate on the world map countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>) and present in class, 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 ● watch a video or You- Tube on the role of the diasporas in the 	<p>continental Africans and African Diasporas?</p> <p>2. How can we promote African Unity in society today?</p>
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			<p>political development in Africa, learners could be appropriately positioned for enhanced view as they watch the video,</p> <ul style="list-style-type: none"> ● debate on the role of the diasporas in the political development in Africa, learners with speech difficulties could use alternative modes of communication during the debate, ● develop simple slogans on the African diasporas and promotion of African unity in society today. 	
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Core Competencies to be developed:

- Learning to Learn: Learners are motivated to learn continuously as they use library resources to research on the factors that contributed to the movement of African diasporas to various parts of the world.
- Digital literacy: Learners use digital technology to accomplish their own task as they watch a video or You- Tube on the role of the diasporas in the political development in Africa.

Values:

- Social Justice: Learners demonstrate cooperation as they watch a video or You- Tube on the role of diasporas in the political development in Africa.
- Patriotism: Learners apply democracy and rule of law as they debate on the role of diasporas in the political development in Africa.

Pertinent and Contemporary Issues (PCIs):

- Creative Thinking: Learners use print or digital resources to indicate on the world map countries inhabited by African diasporas.
- Social Cohesion: Learners debate on the role of diasporas in the political development in Africa.

Link to other learning areas:

Learners use computer skills to watch a video or You- Tube on the role of diasporas in the political development in Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.5 Citizenship <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) explain why there is interconnectedness and interdependence among countries in the world today, b) examine effects of globalisation at national and global levels, c) describe qualities of a global citizen in the modern society, d) create awareness on the effects of globalisation at national and global levels,	Learner is guided to: <ul style="list-style-type: none">● discuss the interconnectedness and interdependence among countries in the world today, learners with speech difficulties could use alternative modes of communication during the discussion,● read news articles in newspapers or use appropriate media to find out aspects that promote globalisation in the community and share the information in class,● debate on positive and negative effects of globalisation at local and national levels,	<ol style="list-style-type: none">1. How do countries connect and depend on each other in the world today?2. Which are the common concerns in the world today?

		e) contribute to the international community while maintaining loyalty to own country.	<ul style="list-style-type: none"> ● brainstorm on the qualities of a global citizen in the modern society, ● use print or digital resources to research for qualities of a global citizen and write them down, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their work, ● draw a sketch of a palm and indicate qualities of a global citizen, ● sing, hum, clap, tap or nod to the rhythm of the National, East Africa and African Union anthems. 	
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Core Competencies to be developed:

- **Citizenship:** Learners demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups as they discuss the interconnectedness and interdependence among countries.
- **Learning to Learn:** Learners build on their own learning experiences as they go through and read news articles in newspapers which promote globalisation in the community.

Values:

- Love: Learners demonstrate selflessness as they read news' articles in newspapers which promote globalisation in the community.
- Patriotism: Learners demonstrate loyalty as they brainstorm on the qualities of a global citizen in modern society.

Pertinent and Contemporary Issues (PCIs):

- Good Governance: Learners brainstorm on the qualities of a global citizen in modern society.
- Problem Solving: Learners debate on positive and negative effects of globalisation at local and national levels and propose solutions.

Link to other learning areas:

Learners apply computer skills as they use print or digital resources to research the qualities of a global citizen and write them down.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to examine the political organisation of the selected African communities up to 1900.	Examines the political organisation of the selected African communities up to 1900 exhaustively.	Examines the political organisation of the selected African communities up to 1900.	Fairly examines the political organisation of the selected African communities up to 1900.	Hardly examines the political organisation of the selected African communities up to 1900.
Ability to discuss the importance of the Constitution of Kenya for social wellbeing.	Discusses the importance of the Constitution of Kenya for social wellbeing with examples.	Discusses the importance of the Constitution of Kenya for social wellbeing.	Discusses the importance of the Constitution of Kenya for social wellbeing with minor gaps.	Discusses the importance of the Constitution of Kenya for social wellbeing with major gaps.

Ability to analyse ways of upholding and protecting the Constitution of Kenya for social cohesion.	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion with examples.	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion.	Analyses some ways of upholding and protecting the Constitution of Kenya for social cohesion.	Analyses some ways of upholding and protecting the Constitution of Kenya for social cohesion with many errors.
Ability to explore the characteristics of Human Rights as practised for preservation of life.	Explores the characteristics of Human Rights as practised for preservation of life exhaustively.	Explores the characteristics of Human Rights as practised for preservation of life.	Explores some characteristics of Human Rights as practised for preservation of life.	Explores some characteristics of Human Rights as practised for preservation of life with open inaccuracies.
Ability to explain the concept of equity and non-discrimination in fostering solidarity.	Explains the concept of equity and non-discrimination in fostering solidarity elaborately.	Explains the concept of equity and non-discrimination in fostering solidarity.	Explains the concepts of equity and non-discrimination in fostering solidarity with a few errors.	Explains the concept of equity and non-discrimination in fostering solidarity with support.
Ability to explore the factors that contributed to the presence of African diasporas across the world.	Explores the factors which contributed to the presence of African diasporas across the world comprehensively.	Explores the factors which contributed to the presence of African diasporas across the world.	Explores the factors which contributed to the presence of African diasporas across the world missing out on minor details.	Explores the factors that contributed to the presence of African diasporas across the world missing out on major details.
Ability to assess the role of the diaspora in the political	Assesses the role of the diaspora in the political development in Africa exhaustively.	Assesses the role of the diaspora in the political development in Africa.	Partly assesses the role of the diaspora in the political development in Africa partially.	Hardly assesses the role of the diaspora in the political development in Africa.

development in Africa.				
Ability to explain the interconnectedness and interdependence of different countries.	Explains the interconnectedness and interdependence of different countries with examples.	Explains the interconnectedness and interdependence of different countries.	Explains interconnectedness and interdependence of different countries partially.	Explains the interconnectedness and interdependence of different countries with support.
Ability to describe qualities of a global citizen in modern society.	Describes qualities of a global citizen in modern society with examples.	Describes qualities of a global citizen in modern society.	Describes some qualities of a global citizen in modern society.	Describes qualities of a global citizen in modern society with assistance.

APPENDIX I: GUIDELINES FOR COMMUNITY SERVICE LEARNING FOR GRADE 7

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution.
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback.</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

ASSESSMENT OF CSL INTEGRATED ACTIVITY

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0. Social Studies and Personal development	1.1 Self - Exploration	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources. ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Career talks
	1.2 Entrepreneurial Opportunities in Social Studies	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources ● Marker pens ● Adhesives ● Communication boards ● Adapted writing/drawing tools. 	<ul style="list-style-type: none"> ● Career talks ● Creating posters of common entrepreneurial opportunities in social studies
2.0 People, Population and Relationships				

	2.1. Human origin	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Project work. d) Observation. 	<ul style="list-style-type: none"> ● Resource persons. ● Maps. ● Digital resources. ● Approved textbooks and other printed resources. ● Local and extended environment ● Internet ● Display boards ● Communication boards ● Adapted writing/drawing tools 	<ul style="list-style-type: none"> ● Visiting museums/historical sites to view artefacts and casts of human origins.
	2. 2 Early Civilization	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Map of Africa. ● Marker pens ● Approved textbooks and other printed resources. ● Communication boards ● Adapted writing tools ● Adhesives ● Manilla papers ● Marker pens 	<ul style="list-style-type: none"> ● Drawing and displaying charts on migration routes.

	2.3 Slavery and Servitude	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio d) Project. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books ● Communication boards ● Adapted writing tools. 	<ul style="list-style-type: none"> ● Debate in clubs on evils of slavery and servitude and ways of curbing them.
	2.4 Developments in medium of trade	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Approved text books and other printed resources. ● Museums/Artefacts. ● Resource person ● Samples of legal tender/money ● Local and extended environment. ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Role playing barter trade and the use of currency trade in Africa
	2.5 Diversity and Interpersonal relationships	<ul style="list-style-type: none"> a) Oral questions. b) Observation. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/Manilla papers. 	<ul style="list-style-type: none"> ● Conducting a civic dialogue

		<p>c) Written tests. d) d) Checklist s.</p>	<ul style="list-style-type: none"> ● Approved text books and other printed resources. 	<p>with community members</p> <ul style="list-style-type: none"> ● Role playing the importance of building healthy relationships in a multi-cultural society
	2.6 Peaceful co-existence	<p>a) Oral questions. b) Written tests. c) Portfolio. d) Project.</p>	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Approved text books. ● Marker pens ● Adhesives ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Developing slogans on inner peace. ● Composing and reciting peace poems on the importance peaceful co-existence in the community in day-to day life.

4.0 Natural and historic build environment in Africa	4.1 Historical Information	<ul style="list-style-type: none"> a) Oral Questions. b) Teacher made tests. c) Observation. d) Project Work. e) Anecdotal records. 	<ul style="list-style-type: none"> ● Photographs, pictures and paintings. ● Vetted digital resources, educational computer games. ● Approved textbooks and other printed resources. ● Museum, Monuments, ● Internet ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Conducting library research on the sources of historical information.
	4.2 Historical development of Agriculture	<ul style="list-style-type: none"> a) Checklist. b) Project. c) Written tests. d) Oral questions. e) Aural questions 	<ul style="list-style-type: none"> ● Chart ● Maps. ● Photographs. ● Internet ● Display boards ● Projectors ● Communication boards ● Adapted writing tools. 	<ul style="list-style-type: none"> ● Reciting a poem on promotion of Agriculture in Africa.

	4.3 Maps and Map work	<ul style="list-style-type: none"> a) Oral Questions. b) Teacher made tests. c) Observation. d) Anecdotal Records. 	<ul style="list-style-type: none"> ● Realia. ● Maps/Globe. ● Approved textbooks and other printed resources. ● TV/video/films/slides/ Display boards. ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Drawing a sketch map of the school compound.
	4.4 Earth and the Solar System	<ul style="list-style-type: none"> a) Oral Questions. b) Teacher made tests. c) Observation. d) Portfolio. 	<ul style="list-style-type: none"> ● Maps/globe. ● Photographs, pictures and paintings. ● Internet sources. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Making a model of the internal structure of the earth.
	4.5 Weather	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests. c) Observation d) Portfolio. 	<ul style="list-style-type: none"> ● Maps. ● Photographs, pictures and paintings. ● Vetted digital resources, educational computer games. 	<ul style="list-style-type: none"> ● Working in groups to construct a weather instrument of their choice using the available

			<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. ● Communication boards ● Adapted writing tools 	<p>local materials and display in class.</p>
	4.6. Field Work	<p>a) Oral questions. b) Written tests. c) Portfolio. d) Project.</p>	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/Manilla papers. ● Approved text books and other printed resources. ● Local and extended environment ● Display boards ● Communication boards ● Adapted writing tools ● Resource persons 	<ul style="list-style-type: none"> ● Engage a resource person to discuss methods of data collection and recording during field work.
5.0 Political Development and Governance	5.1 Political Development in Africa	<p>a) Oral questions. b) Observations. c) Written tests. d) Project work.</p>	<ul style="list-style-type: none"> ● Maps. ● Approved text books and other printed resources. ● Photographs. ● Digital resources ● Internet. 	<ul style="list-style-type: none"> ● Composing poems Visiting a local museum

			<ul style="list-style-type: none"> ● Display boards ● Communication boards ● Adapted writing tools ● Resource persons 	
	5.2 The Constitution of Kenya	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. d) Journaling. 	<ul style="list-style-type: none"> ● Internet resources. ● Approved text books and other printed resources. ● The Constitution of Kenya. ● TV/Video. ● Display boards ● Communication boards ● Adapted writing tools ● Resource persons 	<ul style="list-style-type: none"> ● Conducting library research and writing journals on selected chapters of the constitution and share with family.

	5.3 Human Rights	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved text books and other printed resources. ● The Constitution of Kenya. ● Display boards ● Communication boards ● Adapted writing tools ● Resource persons 	<ul style="list-style-type: none"> ● Developing messages on protection of human rights. ● Conducting debates during club meetings ● Organise a symposium
	5.4 African Diaspora	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet. ● Flip charts/Manilla papers. ● Masking tapes, marker pens/pencils. ● Approved text books and other printed resources. ● Adhesives ● Digital devices ● Display boards ● Communication boards ● Adapted writing tools 	<ul style="list-style-type: none"> ● Organising a symposium ● Composing songs

	5.5 Citizenship	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet. ● Flip charts/Manilla papers. ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Composing poems ● Preparing scrap books
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NOTE: Assessment methods may be modified to accommodate a learner’s diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with physical impairment:

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

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