REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 8

FOR LEARNERS WITH PHYSICAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade eight curriculum designs for learners with physical impairment build on competencies attained by learners at Grade seven. 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.

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PREFACE

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

The reviewed Grade eight curriculum furthers implementation of the CBC from Grade seven. 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 eight 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 eight and prepare them for smooth transition to Grade nine. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

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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 modernisation. 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 recognises 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
	Instruction Programmes of Pastoral Instruction(PPI)	1
Total		**40 +1**

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By 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 co-existence,
h) manage pertinent and contemporary issues 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 be aware and be concerned about the welfare of others, protect the environment and be active 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 and in 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 envisions "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 Goal16. 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 anchored on theories of learning such as Jean Piaget's theory of cognitive development, Lawrence Kohlberg theory of moral development, Dewey's social constructivism, and Vygotsky's socio-cultural development theory have informed the development of this design. 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 psychosocial competencies to navigate through challenges in day-to-day life.
3) Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.
4) Develop and apply values, positive attitudes, and principles of democracy, governance and human rights for mutual social responsibility.
5) Understand the value of conservation and management of environments and their influence on human activities and use for sustainable development.
6) Contribute to the management of pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
7) Develop and apply social research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Time
1.0	**Social Studies and Personal Management**	Self-Improvement	4
		Self- Esteem Assessment	4
2.0	**Community Service Learning**	Community Service Learning Project	8
3.0	**People and Relationships**	Scientific Theory about Human Origin	6
		Early Civilisations	8
		Trans Saharan Slave Trade	6
		Population Growth in Africa	6
		Diversity and Interpersonal skills	8
		Peaceful Conflict Resolutions	8
4.0	**Natural and Historic Built Environments**	Map Reading and Interpretation	12
		Weather and Climate	10
		Vegetation in Africa	8
		Historical sites and monuments in Africa	8
5.0	**Political Developments and Governance**	The Constitution of Kenya	6
		Human Rights	8
		Citizenship	10
Total Number of Lessons			120

1.0 STRAND: SOCIAL STUDIES AND PERSONAL MANAGEMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Social Studies and Personal Management	**1.1 Self-Improvement** *(4lessons)*	By the end of the sub-strand, the learner should be able to: a) describe personality traits for self-understanding, b) share goals for self-improvement in social life, c) appreciate the role of values in the development of personality traits.	The learner is guided to: • choose the animal that best defines their personal characteristics from a list of pre-selected animals, then discuss the outcome with the class, learners with speech difficulties could use alternative modes of communication during the discussions, • watch a video clip on personality traits and discuss, learners could be appropriately positioned for enhanced view as they watch the video clip, • develop and share personal life goals such as *educational, careers,* • watch a video clip of a successful career individual in	1. Which animal best reflects your personal characteristics? 2. What career choices in Social Studies relate to you?

			social life that reflect on their traits, • role-play a skit depicting values in their dream career choice in Social Studies, learners could be assigned roles according to individual ability levels during the role play.	

Core Competencies to be Developed:
- Communication and Collaboration: Speaking skills are developed as learners share personal life goals.
- Imagination and Creativity: Learners reflect on their future life goals as they watch video clips of successful career individuals in Social Studies.

Pertinent and Contemporary Issues (PCIs):
Career guidance: learners identify their career paths as they watch a video clip on a successful career individual in Social Studies.

Values:
- Unity: learners work together in role-playing a skit depicting values in their dream career choice in Social Studies.
- Respect: learners give one another a chance to participate in discussions on personal characteristics.

Link to Other Subjects:
- Pre-technical studies: learners get career guidance on the choice of their future careers in Social Studies.
- Kenyan Sign Language, Kiswahili and English: learners role-play a skit depicting values in their dream career choice in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Studies Personal Management	**1.2 Self-Esteem Assessment** *(4 lessons)*	By the end of the sub-strand, the learner should be able to: a) explain the contribution of self-esteem on their holistic development, b) determine effects of unhealthy self-esteem in day-to-day social lives, c) assess their self-esteem in social interactions, d) desire to improve their self- esteem for personal productivity.	The learner is guided to: • use digital or print resources to search for and discuss the relationship between self-esteem and personal productivity, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, • refer to religious texts on self-love,	How does self- esteem affect my holistic development?

			- discuss cultural beliefs that promote self-esteem, learners with speech difficulties could use alternative modes of communication during the discussion, - act out and discuss skits on examples of difficult life experiences that could severely affect self-esteem in their social lives, - discuss and present negative impact of low self-esteem such as: *relationship difficulties, social isolation,* - discuss and share ways of seeking help to overcome low self-esteem, - journalise actions they will take to improve their self-esteem, learners with manipulation difficulties could be supported by peers, learner support	

			assistant or a scribe to journalise their actions.	

Core Competencies to be Developed:
- Communication and collaboration: Learners develop speaking skills as they discuss cultural beliefs that promote self-esteem.
- Digital literacy: Learners use digital devices to search for the relationship between self-esteem and personal productivity.

Pertinent and Contemporary Issues (PCIs):
- Guidance and peer counselling: Learners discuss and share ways of seeking help to overcome low self-esteem.
- Social cohesion: Learners work together in groups to discuss cultural beliefs that promote self-esteem.

Values:
- Love: Learners honestly journalise on steps they would take to improve their self-esteem.
- Responsibility: Learners commit themselves through journalising actions they will take to improve their self-esteem.

Link to Other Subjects:
- Religious Education: Learners discuss about self-love from religious texts.
- Kenyan Sign Language, Kiswahili and English: Learners make journal entries on steps they would take to improve their self-esteem.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe their personality traits for self-understanding.	Describes their personality traits for self-understanding giving all details.	Describes their personality traits for self-understanding.	Describes their personality traits for self-understanding leaving out minor details.	Describes their personality traits for self-understanding leaving out major details.

Ability to share goals for self-improvement in social life.	Shares goals for self-improvement in social life using varied examples.	Shares goals for self-improvement in social life.	Shares goals for self-improvement in social life leaving out minor examples.	Shares goals for self-improvement in social life leaving out major examples.
Ability to explain the contribution of self-esteem on their holistic development.	Explains the contribution of self-esteem on their holistic development citing all contexts.	Explains the contribution of self-esteem on their holistic development.	Explains the contribution of self-esteem on their holistic development omitting few contexts.	Explains the contribution of self-esteem on their holistic development leaving out most contexts.
Ability to determine effects of unhealthy self-esteem in day-to-day lives.	Determines effects of unhealthy self-esteem in day-to-day lives giving major incidences	Determines effects of unhealthy self-esteem in day-to-day lives.	Determines effects of unhealthy self-esteem in day-to-day lives leaving out minor incidences.	Determines effects of unhealthy self-esteem in day-to-day lives leaving out major incidences .

STRAND 2.0 COMMUNITY SERVICE LEARNING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Community Service Learning	**2.1 Community Service Learning Project** (8 lessons)	By the end of the Community Service Learning (CSL) project, the learner should be able to: a) identify a problem/gap in the community, b) design solution (s) to the identified problem, c) plan to implement the solution to the identified problem, d) implement plan for solving the identified problem, e) report/account on the concluded project, f) appreciate the need to offer solutions to the gaps/challenges in the community.	The learner is guided to: ● brainstorm and identify problems/gaps/opportunities in their school/community that need attention, ● speak engagingly when discussing and adapting one identified (problem/gap) for the class/group project and hence state the project title, learners with speech difficulties could use alternative communication modes during the CSL activities, ● authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem),	1. How does one determine some gaps/ needs in the community? 2. Why is it necessary to make adequate preparations before embarking on a project?

			● search, discuss and agree on an appropriate solution/way/skill of addressing the identified problem and note down the recommended/ proposed solution, ● discuss and draw a plan for implementing the proposed solution, ● implement the plan prudently to address the identified problem, ● reflect on the concluded project and submit a summary account/report to the CSL teacher.	

Core competencies to be developed:
● Communication and Collaboration: Learners speak engagingly as they discuss and work on various CSL project/activity processes.
● Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.
● Creativity and Imagination: Learners come up with creative ways of solving the identified problem in the community.
● Critical Thinking and Problem-solving: Learners identify a community need or gaps and explore possible solutions to address the gaps.
● Digital Literacy: Learners use technology as they search for solutions to the identified problem in the community.

● Learning to learn: Learners gain new knowledge and skills as they work together to address a community problem in the project.	
● Citizenship: Learners choose a PCI that needs immediate attention in the community.	

Values:
- ● Integrity: Learners choose to visit appropriate sites as they use digital devices to carry out research and also use resources in the process of planning to address the problem in the community.
- ● Respect: Learners accommodate divergent opinions of others as they discuss, search, and plan for the project in the community.
- ● Unity: Learners work collaboratively to carry out the CSL project.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: Learners discuss possible solutions to the identified issue in groups.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify a problem/gap in the community.	Learner identifies a problem/gap in the community and justifies reason for identification.	Learner identifies a problem/gap in the community.	Learner identifies a problem/gap in the community with some details.	Learner identifies a problem/gap in the community with no details.
Ability to propose solution(s) to the identified problem.	Learner proposes solution(s) to the identified problem in varied contexts.	Learner proposes solution(s) to the identified problem.	Learner proposes solution(s) to the identified problem in a few contexts.	Learner proposes solution(s) to the identified problem in limited contexts.
Ability to design a plan to solve the	Learner designs a plan to solve the identified	Learner designs a plan to solve the identified problem.	Learner designs a plan to solve the identified problem but leaves out minor details.	Learner designs a plan to solve the identified

identified problem.	problem with rich details.			problem but leaves out major details.
Ability to implement the plan for solving the identified problem.	Learner implements a plan for solving the identified problem following all the steps and makes reviews.	Learner implements a plan for solving the identified problem.	Learner implements a plan for solving the identified problem but leaves out a few steps.	Learner implements a plan for solving the identified problem but leaves out most of the steps.
Ability to report/account on the concluded project.	Learner reports/accounts on the concluded project in detail.	Learner reports/accounts on the concluded project.	Learner reports/accounts on the concluded project but leaves out minor details.	Learner reports/accounts on the concluded project but leaves out major details.

STRAND 3.0: PEOPLE AND RELATIONSHIPS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.1 Scientific Theory about Human Origin** (6 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore scientific theory about human origin, b) illustrate changes that took place in humans as a result of evolution, c) draw conclusions on origin of humanity based on the scientific theory, d) develop a sense of humanity based on common origin.	The learner is guided to: ● enhance the skill of teamwork as they discuss in groups how scientific theory is used to explain human origin and present, learners with speech difficulties could use alternative modes of communication, to make presentations, ● draw, trace or copy paste a map of Africa and locate where prehistoric human remains were discovered, ● draw, trace or copy paste charts showing the different stages of human evolution and share in class, ● use digital technology to find out the places where	Why is Africa considered as the cradle of humanity?

				early human remains were discovered in Africa, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● accommodate each other's ideas as they brainstorm in purposive groups on the differences between various species of early humans and when they existed and share, ● engage with a resource person to discuss the preservation of remains of early humans and take notes,	

			learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to take notes, ● carry out library research on changes that took place in humans as a result of evolution and draw an evolutionary tree and display, learners with manipulation and mobility difficulties could be supported by peers, learner support assistant or teacher to draw and display the evolution tree, ● work together harmoniously in purposive groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity,	

			● engage in assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity.	

Core Competencies to be developed:
- Communication and Collaboration: Learners enhance the skill of teamwork during group discussion on how scientific theory is used to explain human origin.
- Digital Literacy**:** Learners use digital technology to find out the places where early human remains were discovered in Africa.

Values:
- Respect: Learners accommodate each other's ideas as they brainstorm in groups on the differences between various species of early humans and when they existed.
- Responsibility: Learners are engaged in the assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners work together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity.

Link to other Subjects:
- The learner applies Languages skills as they brainstorm in groups on the differences between various species of early humans and where their remains were discovered.
- The learner applies Creative Arts skills as they draw charts showing the different stages of human evolution.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.2 Early Civilisation** ● *Asia,* ● *Europe* (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) describe Swahili civilisation along the East African coast, b) show how best practices from early civilisations have contributed to the modern world, c) appreciate best practices of early civilization to the development of the modern world.	The learner is guided to: ● use digital technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● accommodate divergent opinions in groups as they discuss the origin of early visitors to the East African Coast up to 1500,	Why is cultural heritage important to society?

			- exhibit culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states, - reflect on their own role play the best practices from early civilisations to the development of the modern world.	

Core Competencies to be developed:
- Digital Literacy: Learners use digital technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast.
- Learning to Learn**:** Learners reflect on their own during role-play the best practices from early civilisations to the development of the modern world.

Values:
- Respect: Learners accommodate divergent opinions during group discussion on the origin of the early visitors in the East African Coast.
- Patriotism: Learners exhibit culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states.

Pertinent and Contemporary Issues (PCIs):
Cultural Awareness: Learners work together in brainstorming on the origin of early visitors to the East African Coast up to 1500.

Link to other Subjects:
The learner applies Language skills during group discussion on the origin of the early visitors in the East African Coast.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.3 Trans Saharan Slave Trade** (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors that led to development of Trans-Saharan slave Trade in Africa, b) describe organization of Trans-Saharan slave trade in Africa, c) outline effects of Trans-Saharan slave trade in Africa, d) demonstrate assertiveness in promotion of social justice ,	The learner is guided to: ● look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa, ● utilise digital technology to effectively accomplish own tasks as they use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa, learners with manipulation	Why do people subject others to slave trade?

		e) desire to promote social justice in a society.	difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● appreciates diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa, ● take turns in activities and conversations as they draw, trace or copy paste a map of Africa and locate regions where slaves were sourced	

			during the Trans-Saharan slave trade, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to draw the map, they could also give instructions as a peer or learner support assistant does the actual drawing.	

Core Competencies to be developed:
- Digital Literacy: Learners utilise digital technology to effectively accomplish own tasks as they use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa.
- Creativity and Imagination: Learners look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa.

Values:
- Respect: Learners appreciate diverse opinions as they work together and   discuss the effects of Trans-Saharan slave trade in Africa.
- Unity: Learners take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners work together amicably as they debate on factors that led to development of Trans-Saharan slave trade in Africa.

Link to other subjects:
The learner applies Creative Arts skills as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.4 Population Growth in Africa** (6 lessons)	By the end of the Sub Strand, the learner should be able to; a) explore causes and effects of population growth in Africa, b) examine types and effects of migration in Africa, c) illustrate demographic	The learner is guided to: ● exhibit respect for others as they brainstorm in groups causes of population growth in Africa, learners with speech difficulties could use alternative modes of communication, to share their responses,	Why is it important to study demographic changes?

		trends in Kenya, d) create awareness on the effects of population growth in the community, e) appreciate the impact of migration on population growth in Africa.	● use digital and print resources to research on the effects of population growth in Africa, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● develop self-confidence as they draw demographic trends in Kenya using recent census data, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted	

			drawing resources. They could also give instructions as a peer or learner support assistant does the actual drawing, • brainstorm in groups on types of migration, • exchange new ideas as they research on the factors that influence migration in Africa and share in class, • exhibit team spirit as they develop posters to create awareness of the effect of population growth in the community, Learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters. They could also give instructions as a peer or a learner support	

			assistant develops the posters, ● design charts on ways of coping with stress due to population growth and migrations, ● discuss ways of managing stress resulting from the effects of rapid population growth.	

Core Competencies to be developed:
● Self-Efficacy: Learners develop self-confidence during illustration of demographic trends in Kenya and display in the classroom.
● Creativity and Imagination: Learners exchange new ideas during research on the factors that influence migration in Africa.

Values:
● Unity: Learners exhibit team spirit in developing posters to create awareness of the effects of population growth in the community.
● Love: Learners exhibit respect for others when working in groups during brainstorming on causes of population growth in Africa.

Pertinent and Contemporary Issues (PCIs):
Environmental Education: Learners demonstrate knowledge on prevention of Pollution as they develop posters to create awareness on effects of population growth in the community.

Link to other Subjects:
The learner applies statistical skills in Mathematics when working out demographic trends in Kenya using recent census data.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.5 Diversity and interpersonal skills** (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) explore social cultural diversities in Kenya, b) explain ways of building a healthy self-esteem in divers social cultural society, c) describe the impact of emotions on self and others, d) manage peer pressure in a culturally diverse environment, e) Appreciate social cultural diversities in Kenya.	The learner is guided to: ● exhibit respect for fellow citizens as they discuss the social cultural diversities in Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion, ● explore their own beliefs and those of others as they discuss personal and social cultural factors that influence social cohesion, ● use digital or print material to find out how to improve one's self-	How can we demonstrate respect and appreciation of Social Cultural Diversity and Inclusion?

			esteem and share the findings in class, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● watch video clips on ways of handling different emotional states and share experiences, learners could be appropriately positioned for enhanced view as they watch the video,	

			- engage a resource person to talk about managing effects of emotions in a diversified environment, - practice inclusivity as they role play ways of managing peer pressure, learners could be assigned roles according to individual ability levels during the role play, - develop self-confidence and values to enhance positive peer pressure as they act out skits on social cultural diversity and inclusion, - in groups, compose communication messages on social cultural diversities in Kenya and share in class.	

Core Competencies to be developed:
- Self-Efficacy: Learners develop self-confidence when acting out in small groups skits exhibiting values that enhance positive peer pressure.
- Citizenship: Learners explore their own beliefs and those of others as they carry out group discussion on social cultural diversity in Kenya.

Values:
- Patriotism: Learners exhibit respect for fellow citizens as they discuss socio-cultural diversities in Kenya.
- Love: Learners avoid inflicting emotional pain on others when roleplaying expressions of different emotions.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: Learners work together harmoniously when role playing to express different emotions.
- Ethnic and Racial Relation: Learners respect and acceptance of heterogeneity as they discuss personal and social cultural factors that influence social cohesion.

Link to other Subjects:
Learner applies values in Religious Education as they learn about exhibition of values that enhance positive peer pressure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.6 Peaceful Conflict Resolutions**	By the end of the Sub Strand, the learner should be able to;	The learner is guided to: ● speak clearly as they discuss and present situations that may lead	How can resolving conflicts help us live peacefully in the community?

	● Negotiation ● *Mediation* ● *Arbitration* (8 lessons)	a) identify situations that lead to conflicts in the family, b) apply peaceful ways of resolving conflicts in the family, c) design strategies for effective communication in resolving conflicts, d) build healthy relationships to promote peace in the family, e) show empathy with survivors of conflicts in the family, f) appreciate the culture of peace in a society.	to conflicts in a family, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion, ● work together harmoniously as they role play peace building scenarios in class, learners could be assigned roles according to individual ability levels during the role play, ● resolve differences amicably as they discuss the experiences from the role play scenarios, ● create posters with strategies to enhance for effective communication in resolving conflicts, learners with manipulation difficulties	

			could use appropriate assistive technology or be provided with adapted drawing/writing resources to create the posters, they could also give instructions as a peer, learner support assistant or a scribe creates the same, ● undertake group activities and exchange new ideas as they role play a scenario in the family where empathy is shown, ● use digital or print resources to research ways of building healthy relationships, Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support	

			assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● reflect on past empathetic moments, journal in their books and share, learners with manipulation difficulties could be supported by peers, learner support assistant to create the journals, ● display team spirit as they work in groups to compose poems on the importance of peace in the family and present in class.	

Values:
- Peace: Learners resolve differences amicably when role-playing peace-building scenarios.
- Unity: Learners display team spirit as they work in groups to compose poems on the importance of peace in the family and present in class.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners work together harmoniously when role-playing peace-building scenarios.

Link to other Subjects:
The learner applies Language skills when discussing and presenting on situations that may lead to conflicts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore scientific theory about human origin on formation of personal identity.	Learner explores scientific theory about human origin on formation of personal identity in detail and cites relevant examples.	Learner explores scientific theory about human origin on formation of personal identity.	Learner explores scientific theory about human origin on formation of personal identity leaving out minor details.	Learner explores scientific theory about human origin on formation of personal identity leaving out major details.

Ability to describe peaceful ways of resolving conflicts in the family.	Learner describes peaceful ways of resolving conflicts in the family in detail using relevant examples.	Learner describes peaceful ways of resolving conflicts in the family.	Learner describes peaceful ways of resolving conflicts in the family omitting minor details.	Learner describes peaceful ways of resolving conflicts in the family omitting major details.
Ability to describe the Swahili civilisation along the East African coast.	Learner describes the Swahili civilisation along the East African coast in detail with concrete examples.	Learner describes the Swahili civilisation along the East African coast.	Learner describes the Swahili civilisation along the East African coast leaving out a few details.	Learner describes the Swahili civilisation along the East African coast leaving out many details.
Ability to outline effects of Trans-Saharan slave trade in Africa.	Learner outlines effects of Trans-Saharan slave trade in Africa with a smooth flow of ideas and cites relevant examples.	Learner outlines effects of Trans-Saharan slave trade in Africa.	Learner outlines effects of Trans-Saharan slave trade in Africa but mixes up minor ideas.	Learner outlines some effects of Trans-Saharan slave trade in Africa omitting major details but mixes up major ideas.
Ability to examine types and effects of migration in Africa.	Learner examines types and effects of migration in Africa in	Learner examines types and effects of migration in Africa.	Learner examines types and effects of migration in Africa omitting a few details.	Learner examines types and effects of migration in Africa

	detail and provides relevant illustrations.			omitting many details.
Ability to explain ways of building a healthy self-esteem in social cultural diversity and inclusion.	Learner explains ways of building a healthy self-esteem in social cultural diversity and inclusion in detail with relevant examples.	Learner explains ways of building a healthy self-esteem in social cultural diversity and inclusion.	Learner explains ways of building a healthy self-esteem in social cultural diversity and inclusion leaving out minor details.	Learner explains ways of building a healthy self-esteem in social cultural diversity and inclusion leaving out major details.
Ability to identify situations that may lead to conflicts in family.	Learner identifies situations that may lead to conflicts in the family with smooth flow of ideas and provides concrete examples.	Learner identifies situations that may lead to conflicts in the family.	Learner identifies situations that may lead to conflicts in the family with minor mix up of ideas.	Learner identifies situations that may lead to conflicts in the family with major mix up of ideas.
Ability to show how best practices from early civilisations have contributed to the modern world.	Learner shows how best practices from early civilisations have contributed to the modern world in detail with concrete examples.	Learner shows how best practices from early civilisations have contributed to the modern world.	Learner shows how best practices from early civilisations have contributed to the modern world while omitting minor details.	Learner shows how best practices from early civilisations have contributed to the modern world while omitting major details.

Ability to demonstrate assertiveness in promotion of social justice in the society.	Learner demonstrates assertiveness in promotion of social justice in society in varied contexts.	Learner demonstrates assertiveness in promotion of social justice in society.	Learner demonstrates assertiveness in promotion of social justice in society in somewhat varied contexts.	Learner demonstrates assertiveness in promotion of social justice in society in limited contexts.
Ability to manage peer pressure in a culturally diverse environment.	Learner manages peer pressure in a culturally diverse environment discernibly.	Learner manages peer pressure in a culturally diverse environment.	Learner manages peer pressure in a culturally diverse environment in a somewhat discernible manner.	Learner manages peer pressure in a culturally diverse environment in an indiscernible manner.
Ability to apply peaceful ways of resolving conflicts in the family.	Learner applies peaceful ways of resolving conflicts in the family always.	Learner applies peaceful ways of resolving conflicts in the family.	Learner applies some peaceful ways of resolving conflicts in the family.	Learner applies some peaceful ways of resolving conflicts in the family on very few occasions.

STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.1 Map Reading and Interpretation** (12 Lessons)	By the end of the Sub Strand, the learner should be able to: a) interpret maps using marginal information, b) calculate areas of places on a topographical map, c) describe the different methods of representing physical features on topographical maps, d) apply critical thinking skills in map interpretation, e) value map reading and interpretation in day- to - day life.	The learner is guided to: ● exchange new ideas when discussing in groups the marginal information on a map and present it in class, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion, ● brainstorm on types and uses of scales and present in class, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion, ● collaborate with others to practice scale conversions	How can critical thinking be used in map interpretation?

			on a topographical map and critique each other's work, ● measure distances on a topographical map and share in class, learners with manipulation difficulties could be supported by peers or learner support assistant to measure the distances, ● calculate the area of different places on a topographical map and share in class, ● accomplish the task of carrying out a research on methods of representing physical features (*drainage, relief features and vegetation*) and share in class, ● draw or trace diagrams of the relief and drainage features on a topographical map,	

			learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources or be supported by peers or learner support assistant to draw, ● use digital or print resources to search for essential critical thinking skills necessary for map interpretation (observation, analysis, communication, inference), learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources.	

			Light intensity should be controlled for learners who may be photosensitive.	

Core Competencies to be developed:
- Creativity and Imagination: Learners exchange new ideas when discussing in groups the marginal information on a map.
- Digital Literacy: Learners use digital devices to search for essential critical thinking skills necessary for map interpretation.

Values:
- Unity: Learners collaborate with others when practicing scale conversions on a topographical map.
- Responsibility**:** Learners accomplish the task of carrying out a research on different methods of representing physical features.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: Learners work harmoniously in groups to practice scale conversions on a topographical map.

Link to other subjects:
- The learner applies drawing skills from Creative Arts in drawing diagrams of the relief and drainage features on a topographical map.
- The learner applies calculation skills from Mathematics in working out the area of different places on a topographical map.

Strand	Sub Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.2 Weather and Climate** *Desert* *Semi-desert* *Tropical* *Mediterranean* *Mountain* (10 Lessons)	By the end of the Sub Strand, the learner should be able to: a) examine factors influencing climate in Africa, b) illustrate distribution and characteristics of major climatic regions of Africa, c) explore positive ways of managing disaster-related stress, d) apply problem solving skills in addressing effects of climate change on the environment, e) recognise the effects of climate on human activities.	The learner is guided to: ● use print or digital resources to research on the factors influencing weather and climate in Africa and share in class, Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● draw, trace or copy paste a map of Africa and	1. How does climate change affect human activities? 2. How can one manage stress during disasters?

			indicate the major climatic regions and display it in class, learners with manipulation and mobility difficulties could be supported by peers, learner support assistant or a scribe to draw and display the maps, ● view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa,*(desert, semi-desert, tropical, Mediterranean and mountain)*and make short notes, learners could be appropriately positioned for	

			enhanced view as they watch the videos and be supported by peers, learner support assistant or a scribe to make the notes, ● discuss ways of managing stress caused during disasters caused by climate change, learners with speech difficulties could use alternative modes of communication during the discussion, ● brainstorm on the causes and effects of climate change and share in class,	

			● become aware of own responsibility in the society as they perform a skit on problem solving skills to address effects of climate change, learners could be assigned roles according to ability levels during the performance of the skit, ● find extra information as they engage with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.	

Core Competencies to be developed:
Critical Thinking and Problem Solving: Learners find extra information when engaging with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.

Values:
- Patriotism: Learners become aware of their own responsibility in the society in addressing the effects of climate change in the community.
- Responsibility: Learners engage in the task of drawing a map of Africa and indicating the climatic regions.

Pertinent and Contemporary Issues (PCIs):
- Disaster and risk reduction: Learners brainstorm in groups on the causes and effects of climate change and share in class.
- Environmental Education: Learners become aware of the effects of climate change as they perform a skit on problem solving skills to address effects of climate change.

Link to other subjects:
The learner applies drawing skills from Creative Arts in drawing a map of Africa and indicating the climatic regions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.3 Vegetation in Africa** (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain factors influencing vegetation distribution in Africa, b) describe the characteristics of major vegetation regions of Africa on the map,	The learner is guided to: ● brainstorm in groups factors influencing vegetation in Africa and do a presentation in class, learners with speech difficulties	Why should we care for vegetation in our environment?

		c) locate the major vegetation regions of Africa, d) apply methods of conserving vegetation in the community, e) explore personal interests in conservation of vegetation for career exploration, f) appreciate vegetation conservation for environmental sustainability.	could use alternative modes of communication to make class presentations, ● carry out a field excursion of the immediate environment and identify the different types of vegetation, learners with mobility difficulties could be given physical support from peers or learner support assistant as they carry out the field excursion, ensure safety as they explore the environment, ● use digital or print resources to find out the vegetation regions in Africa, learners with manipulation	

			difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● use digital or print resources to identify the characteristics of vegetation in Africa, ● draw, trace or copy paste the map of Africa and indicate the vegetation regions, learners with manipulation	

			difficulties could use adapted drawing resources to draw or give instructions as a peer or learner support assistant does the actual drawing, ● care for the environment when creating posters on methods of conserving vegetation in the locality, learners could be purposively grouped as they carry out this activity, ● write essays on ways of caring for vegetation in the school community, learners with manipulation difficulties could be supported by peers, learner support	

			assistant or a scribe to write or type their essays,	
			• speak clearly as they debate on the importance of vegetation in the community and make short notes, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to make notes,	
			• reflect and share on their personal interest in professions associated with vegetation conservation.	

Core Competencies to be developed:
- Communication and Collaboration: Learners speak clearly during debate on importance of vegetation in the community.
- Citizenship: Learners enhance skills of caring for the environment when creating posters on methods of conserving vegetation in the locality.
- Digital Literacy: Learners use digital devices to accomplish the task of finding out the vegetation regions in Africa.

Values:
- Unity: Learners display team spirit when carrying out a field excursion of the immediate environment to identify the different types of vegetation.
- Responsibility: Learners accomplish the task of finding out the vegetation regions in Africa.

Pertinent and Contemporary Issues (PCIs):
Environmental Education**:** Learners participate in debating on the importance of vegetation in the community.

Link to other subjects:
- The learner applies skills from Agriculture and Nutrition as they discuss methods of conserving vegetation in the locality.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.4 Historical Sites and Monuments in Africa** ● *Fort Jesus*	By the end of the Sub Strand, the learner should be able to: a) locate selected historical sites and	The learner is guided to: ● use digital or print resources to trace selected historical sites and monuments in Africa and present in class,	Why should we conserve historical sites and monuments?

	● *Kilwa* ● *Great Zimbabwe* ● *Giza pyramids* ● *Meroe* ● *Timbuktu* ● *Robben Island* (8 Lessons)	monuments in Africa, b) examine the importance of historical sites and monuments for the preservation of cultural heritage, c) explore ways of conserving historical sites and monuments in Africa, d) apply creative thinking skills in conserving cultural heritage, e) desire to conserve historical sites and monuments in the locality in promoting cultural heritage.	learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/ print resources. Light intensity should be controlled for learners who may be photosensitive, ● draw, trace or copy paste a map of Africa and indicate the selected historical sites and monuments and share in class, ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in Africa and share in class, learners	

			with speech difficulties could use alternative modes of communication, to share their responses, ● work harmoniously in groups, and use digital or print resources to find out ways of conserving historical sites and monuments and present them in class, learners could make oral written or digital presentations, ● discuss ways of applying creative thinking in preserving cultural heritage, ● demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming challenges in preserving cultural heritage and share,	

			● display national pride as they collect pictures and photographs and create an album of historical sites and monuments and display them in class, learners with manipulation difficulties could be supported by peers or learner support assistant to collect the pictures/photographs and create an album. They could also be provided with adapted digital resources with appropriate accessibility features to enable them collect the pictures/ photographs and make a digital album.	

Core Competencies to be developed:
- Creativity and Imagination: Learners exchange new ideas when applying creative thinking strategies   to overcome challenges in conserving cultural heritage.
- Citizenship: Learners develop the skill of constructive dialogue when brainstorming in groups on the importance of historical sites and monuments in Africa.

Values:
- Unity: Learners display team spirit when brainstorming in groups on the importance of historical sites and monuments in Africa and share in class.
- Patriotism: Learners demonstrate love for their own community by preserving cultural heritage.

Pertinent and Contemporary Issues (PCIs):
- Nationalism: Learners display national pride when finding out ways of conserving historical sites and monuments.
- Social cohesion: Learners work harmoniously as they use digital or print resources to find out ways of conserving historical sites and monuments and present them in class.

Link to other subjects:
The learner applies Creative Arts skills when drawing a map of Africa and trace the selected historical sites and monuments.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Ability to examine factors influencing weather and climate in Africa.	Learner examines factors influencing climate in Africa in depth.	Learner examines factors influencing weather and climate in Africa.	Learner examines factors influencing weather and climate in Africa while omitting minor details.	Learner examines factors influencing weather and climate in Africa while omitting major details.

Ability to explain factors influencing vegetation distribution in Africa.	Learner explains the factors influencing vegetation distribution in Africa with much detail.	Learner explains the factors influencing vegetation distribution in Africa.	Learner explains factors influencing vegetation distribution in Africa leaving out minor details.	Learner explains factors influencing vegetation distribution in Africa leaving out major details.
Ability to examine the importance of historical sites and monuments for the preservation of cultural heritage.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage with smooth flow of ideas and coherence.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage but mixes up minor ideas.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage but mixes up major ideas.
Ability to explore positive ways of managing disaster-related stress.	Learner explores positive ways of managing disaster-related stress without errors in varied contexts.	Learner explores positive ways of managing disaster-related stress.	Learner explores positive ways of managing disaster-related stress with many errors.	Learner explores some positive ways of managing disaster-related stress with major errors that distort meaning.
Ability to describe the	Learner describes the different methods of	Learner describes the different methods of	Learner describes the different methods of	Learner describes the different methods of

different methods of representing physical features on topographic maps.	representing physical features on topographic maps. With many relevant examples.	representing physical features on topographic maps.	representing physical features on topographic maps with a few relevant examples.	representing physical features on topographic maps. With no relevant examples.
Ability to illustrate the distribution and characteristics of climatic regions of Africa.	Learner illustrates the distribution and characteristics of climatic regions of Africa in detail and with relevant examples.	Learner illustrates the distribution and characteristics of climatic regions of Africa.	Learner illustrates the distribution and characteristics of climatic regions of Africa with minor irrelevant details.	Learner illustrates the distribution and characteristics of climatic regions of Africa with major irrelevant details.
Ability to locate selected historical sites and monuments in Africa.	Learner locates selected historical sites and monuments in Africa giving detailed descriptions.	Learner locates selected historical sites and monuments in Africa.	Learner locates some selected historical sites and monuments in Africa.	Learner locates some selected historical sites and monuments in Africa with inconsistencies.

STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	**5.1 The Constitution of Kenya** (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explore components of the Constitution of Kenya, b) illustrate roles of the three arms of government of Kenya in reference to the relevant chapters in the Constitution, c) examine guiding principles of leadership and integrity in the Constitution of Kenya, d) apply assertiveness in upholding principles of leadership and integrity in daily interactions, e) exhibit good leadership	The learner is guided to: ● discuss in groups the components of the Constitution of Kenya, learners with speech difficulties could use alternative modes of communication, to share their responses during the discussion, ● work harmoniously in purposive groups to create charts showing the three arms of government, their roles and interrelationships, and display them, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted	1. Why do we need a constitution? 2. Why is assertiveness important in adhering to the Constitution of Kenya?

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		intended in chapter six of the Constitution of Kenya.	drawing/writing resources to create the charts. They could also give instructions as a peer or learner support assistant creates and displays the charts, ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya, ● reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions, ● develop critical and constructive dialogue as they debate on whether or not leaders in Kenya adhere to their constitutional responsibilities.	

Core Competencies to be developed:
Citizenship: Learners develop critical and constructive dialogue when debating on whether or not leaders in Kenya adhere to their constitutional responsibilities.

Values:
- Integrity: Learners choose to do the right thing by applying assertiveness in upholding principles of leadership and integrity in daily interactions.
- Unity: Learners display team spirit when brainstorming in groups on the guiding principles of leadership and integrity in the Constitution of Kenya.

Pertinent and Contemporary Issues (PCIs):
- Good governance: Learners brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya.
- Social cohesion: Learners work harmoniously when creating charts in groups showing the three arms of government, their roles and interrelationships.

Link to other subjects:
- The learner applies Language skills when debating on whether or not leaders in Kenya adhere to their Constitutional responsibilities.
- The learner applies Creating Arts skills as they create charts showing the three arms of government, their roles and interrelationships.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	**5.2 Human Rights** (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore how human rights can be respected and protected in the community, b) describe process of effective communication on human rights issues, c) outline Children's Rights in Kenya, d) demonstrate ways in which children are protected against violation of their Rights in Kenya, e) recognise responsibility of the society in protecting human rights.	The learner is guided to: ● foster fairness and justice among peers as they brainstorm on how human rights can be respected and protected in the community, learners with speech difficulties could use alternative modes of communication, to share their responses, ● role-play scenarios that depict the process of effective communication on human rights issues, learners could be assigned roles according to individual ability levels during the role play, ● enhance communicating and collaborating skills	1. How can we promote respect for Children' Rights in the community? 2. How can effective communication foster respect for Human Rights?

			within diverse group to perform a skit depicting ways in which children are protected against violation of their rights, ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the Children's Act (latest version) and the African Charter on the rights and welfare of the child, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources.	

			Light intensity should be controlled for learners who may be photosensitive, ● exhibit the value of human dignity as they design an "issue tree" and use it to investigate the root causes, effects and possible solutions to the violation of human rights, Learners with manipulation difficulties could be supported by peers, learner support assistant or teacher to design an "issue tree".	

Core Competencies to be developed:
- Citizenship: Learners enhance communicating and collaborating skills within diverse groups when performing a skit depicting ways in which children are protected against violation of their rights.
- Critical Thinking and Problem Solving: Learners enhance the skill of finding extra information when searching and identifying the rights of the child using digital or print resources.

Values:
- Social Justice: Learners foster fairness and justice among peers when brainstorming on how human rights can be respected and protected in the community.
- Respect: Learners exhibit value of human dignity when designing an "issue tree" and use it to investigate the root causes, effects and possible solutions to the violation of human rights.

Pertinent and Contemporary Issues (PCIs):
Good governance: Learners become aware of protection of children against violation of their rights.

Link to other subjects:
The learner applies knowledge on promoting human dignity in the society from Religious Education as they learn about human rights.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	**5.3 Citizenship** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe qualities of a global citizen in an interconnected society, b) explore ways in which Nobel Prize nominees responded to injustice situations in the society,	The learner is guided to: • brainstorm on qualities and responsibilities of a global citizen in the world today, learners with speech difficulties could use alternative modes of communication, to share	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?

		c) exhibit social entrepreneurship and active participation in the community for personal and social well-being, d) show empathy to personalities who volunteer to address injustices in society.	their responses during the session, ● use print or digital resources to find out the responsibilities of a global citizen, learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive. ● become aware about responsibilities of as global citizens in developing communication messages or posters on	

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			responsibilities of a global citizen in the world today, learners with manipulation difficulties could use their digital devices to design and print communication messages or posters. They could also give instructions as a peer or learner support assistant does the same.	
			• in purposive groups discuss factors for harmonious coexistence among citizens in East Africa and Africa,	
			• research on social entrepreneurship and active participation for personal and social wellbeing 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, ● discuss desirable characteristics of the Nobel Prize nominees and ways of modelling them, ● demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how *(Wangari Maathai and Mahatma Gandhi)* responded to injustice situations in society, ● set goals that go beyond their comfort zone as they visualize and share a depiction of themselves in 15 years' time enjoying their contribution as global citizens,	

			● write an essay on the importance of empathy to personalities who volunteer to address injustices in society, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type their essays, ● practice and sing, hum, clap or dance to the rhythm of the Eastern Africa (EAC) and African Union (AU) anthems, ● in small groups translate the EAC and AU anthems into indigenous languages and sing in class.	

Core Competencies to be developed:
- Citizenship: Learners demonstrate tolerance, expressing and understanding different viewpoints when debating on differences and similarities about how (*Wangari Maathai* and *Mahatma Gandhi*) responded to injustice situations in society.
- Self - Efficacy: Learners set goals that go beyond their comfort zone when visualizing and sharing a depiction of themselves in 15 years' time enjoying their contribution as global citizens.

Values:
Patriotism: Learners become aware of their own responsibilities in the society when describing the qualities and responsibilities of a global citizen.

Pertinent and Contemporary Issues (PCIs):
Civic responsibility: Learners become aware about responsibilities of as global citizens when developing communication messages or posters on responsibilities of a global citizen in the world today.

Link to other subjects:
- The learner applies knowledge in Religious Studies as they learn about factors for harmonious coexistence among citizens in East Africa and Africa.
- The learner applies singing skills in Creative Arts when practicing and singing the Eastern Africa (EAC) and African Union (AU) anthems.

Suggested Assessment Rubric				
Level Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Ability to explore components of the Constitution of Kenya.	Learner explores components of the Constitution of Kenya in detail.	Learner explores components of the Constitution of Kenya.	Learner explores components of the Constitution of Kenya omitting minor details.	Learner explores components of the Constitution of Kenya omitting major details.
Ability to examine guiding principles of leadership and integrity in the Constitution of Kenya.	Learner examines guiding principles of leadership and integrity in the Constitution of Kenya with smooth flow of ideas and coherence.	Learner examines guiding principles of leadership and integrity in the Constitution of Kenya.	Learner examines guiding principles of leadership and integrity in the Constitution of Kenya but mixes up minor ideas.	Learner examines guiding principles of leadership and integrity in the Constitution of Kenya but mixes up major ideas.
Ability to explore how human rights can be respected and protected in the community.	Learner explores how human rights can be respected and protected in the community in detail and varied contexts.	Learner explores how human rights can be respected and protected in the community.	Learner explores how human rights can be respected and protected in the community while omitting minor details.	Learner explores how human rights can be respected and protected in the community while omitting major details.

Ability to describe the process of effective communication on human rights issues.	Learner describes the process of effective communication on human rights issues in depth.	Learner describes the process of effective communication on human rights issues.	Learner describes the process of effective communication on human rights issues but leaves out minor details.	Learner describes the process of effective communication on human rights issues but leaves out major details.
Ability to describe qualities and responsibilities of a global citizen in an interconnected society.	Learner describes qualities and responsibilities of a global citizen in an interconnected society with consistency and provides relevant examples.	Learner describes qualities and responsibilities of a global citizen in an interconnected society.	Learner describes qualities and responsibilities of a global citizen in an interconnected society with minor inconsistencies.	Learner describes some qualities and responsibilities of a global citizen in an interconnected society with major inconsistencies.
Ability to explore ways in which Nobel Prize nominees responded to injustice situations in society.	Learner explores ways in which Nobel Prize nominees responded to injustice situations in the society in detail.	Learner explores ways in which Nobel Prize nominees responded to injustice situations in society.	Learner explores ways in which Nobel Prize nominees responded to injustice situations in society leaving out minor details.	Learner explores ways in which Nobel Prize nominees responded to injustice situations in society leaving out major details.

Ability to illustrate roles of the three arms of the Government of Kenya.	Learner illustrates roles of the three arms of the Government of Kenya citing examples from the Constitution.	Learner illustrates roles of the three arms of the Government of Kenya.	Learner illustrates roles of only two arms of the Government of Kenya.	Learner illustrates roles of only one arm of the Government of Kenya.
Ability to demonstrate ways in which children are protected against violation of their Rights in Kenya.	Learner demonstrates ways in which children are protected against violation of their Rights in Kenya with smooth flow of ideas and cites relevant examples.	Learner demonstrates ways in which children are protected against violation of their Rights in Kenya.	Learner demonstrates ways in which children are protected against violation of their Rights in Kenya but mixes up a few ideas.	Learner demonstrates some ways in which children are protected against violation of their Rights in Kenya but mixes up many ideas.

APPENDIX I: GUIDELINES ON COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation, ● Lifestyle diseases, Communicable and non-communicable diseases, ● Poverty, ● Violence and conflicts in the community, ● Food security issues.
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	**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.
Milestone 6	**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.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

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

	Sub Strand	Suggested Assessment methods/Tools	Suggested Learning Resources	Non-formal activities
1.0 Social Studies Personal Management	**1.1 Self-Improvement 2 lessons**	a) Oral questions b) Observation c) Interviews	● Resource persons ● Approved textbooks ● Approved digital learning resources ● Relevant locally available materials ● Relevant documentaries/videos ● Adapted writing tools ● Communication boards ● Display boards ● Internet connectivity	● Composing and reciting poems on self-improvement ● Role plays on self-improvement
	1.2 Self Esteem 2 lessons	a) Oral questions b) Observations c) Written tests	● Resource persons ● Approved textbooks ● Approved digital learning resources ● Relevant locally available	● Composing and singing songs on self esteem ● Creating posters or communication messages

			materials • Vetted documentaries/video clips • Adapted writing tools • Communication boards • Display boards • Internet connectivity	or videos on self esteem • Writing essays on self esteem
2.0 Community Service Learning class project	**2.0 Community Service Learning class project** **8 lessons**	a) Oral questions b) Teacher made tests c) Observation d) Portfolio e) Checklist d) Project	• Locally available materials • Digital devices • Internet • Manila papers/carton boxes/used sacks • Marker pens • Adapted cutting/ drawing tools • Communication boards	• Conducting a Community Service Learning project • Resource mobilisation • Marketing the project • Dissemination of CSL project
3.0 People and Se	**3.1 Scientific Theory about Human Origin** **6 lessons**	a) Oral questions b) Written tests c) Project work d) Observation	• Resource persons • Maps • Digital resources • Charts, marker pens • Approved textbooks and other printed resources • Museums	• Composing and singing songs about human origin • Creating posters or communication messages or videos on human origin and share with the school community

			● Internet connectivity ● Communication boards ● Adapted writing tools ● Manilla papers	● Visiting a pre-historic in Kenya or within locality
	3.2 **Early** **Civilisation** **8 lessons**	a) Oral questions b) Observations c) Written tests	● Digital resources ● Map of Africa ● Marker pens ● Manilla papers/old carton boxes Stickers/Flashcards, adhesives ● Internet resources ● Communication boards ● Adapted writing tools	● Singing a song on the importance of cultural diversity in Africa ● Drawing and displaying charts on migration routes.
	3.3. **Trans Saharan** **Slave Trade** **6 lessons**	a) Oral questions b) Observations c) Written tests	● Digital resources ● Map of Africa ● Marker pens ● Manilla papers/old carton boxes Stickers/Flashcards ● Internet resources ● Communication boards ● Adapted writing/drawing tools	● Compose poems on promoting social justice in society ● Design taking walls with messages on eradicating slave trade in society

	3.4 Population Growth in Africa **6 lessons**	a) Oral questions b) Observation c) Written tests d) Checklists	● Digital resources ● Flip charts/manila papers ● Maps ● Internet ● Approved textbooks	● Designing posters/models of settlement patterns in Africa
	3.5 Diversity, Inclusion and Interpersonal Skills **10 lessons**	a) Oral questions b) Teacher made tests c) Observation d) Checklist	● Digital resources ● Flip charts/manila papers ● Approved textbooks ● Citizenship Education Teachers Handbook ● Citizenship Education Guidelines ● Communication boards ● Adapted writing tools	● Role play ways of managing peer pressure

	3.6 **Peace and Conflict Resolution** 10 lessons	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	● Digital resources ● Flip charts/manila papers ● Internet ● Approved textbooks ● Citizenship Education Teachers Handbook ● Citizenship Education Learners Activity Book ● Citizenship Education Guidelines. ● Communication boards ● Adapted writing tools	● Conducting a civic dialogue with community members about the importance of valuing cultural diversity ● Initiating and organize family outings to discuss peace and family agreements ● Taking part in meetings with family and friends from different backgrounds/communities
4.0 Natural and Built Environments	4.1 **Map Reading and Interpretation** 12 lessons	a) Oral questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist	● Maps/Globe ● Vetted digital resources ● Educational computer games ● Approved textbooks and other printed resources ● TV/video/films/slides/ Internet sources/Radio programmes ● Geometrical sets	● Drawing a sketch map of the school compound ● Visiting sites for excursion (geographical, social and cultural environments)

		a) Oral Questions b) Teacher made tests c) Observation d) Portfolio	● Local and extended environment ● Realia ● Maps/globe ● Photographs, pictures and paintings ● Internet sources ● Vetted digital resources, ● educational computer games ● Approved textbooks and other printed resources ● Communication boards ● Adapted writing/drawing tools	● Making a model of the internal structure of the earth ● Conducting field work on effects of climate change ● Visiting nearby weather station
	4.2 Weather and Climate 10 lessons			
	4.3 Vegetation in Africa 8 lessons	a) Oral questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists	● Maps ● Photographs, pictures and paintings ● Vetted digital resources, ● Educational computer games ● Approved textbooks and other printed resources ● TV/video/films/slides ● Internet source/Radio ● Projectors	Tree planting in the immediate environment

			● Display boards ● Communication boards ● Adapted writing tools	
	4.4 Historical sites and monuments 8 lessons	a) Oral questions b) Teacher made tests c) Observation d) Project Work	● Digital resources ● Maps ● Photographs and pictures of historical sites ● Approved textbooks and other printed resources ● Local and extended environment ● Communication boards ● Adapted writing tools	● Conducting a trip to any historical site or monument. ● Setting up a cultural corner in the school. ● Establishing cultural days in school
5.0 Political Development and Governance	**5.1 The Constitution of Kenya 6 lessons**	a) Oral questions b) Observations c) Written tests d) Journaling	● Internet and digital resources ● Approved textbooks and other printed resources ● The Constitution of Kenya ● Citizenship Education Learners Activity Book ● Communication boards ● Adapted writing tools	Conducting research in the community on adherence of local leaders to the principles of leadership and integrity found in the Constitution of Kenya and sharing results with the community in barazas.

	5. 2 **Human Rights** **8 lessons**	a) Oral questions b) Observations c) Written tests	• Posters • Flip charts/ Manilla papers /Carton boxes • Approved textbooks and other printed resources • The Constitution of Kenya • Citizenship Education Learners Activity Book • Communication boards • Adapted writing/ drawing tools	• Commemorating the day of the African Child • Listening to talks on universally shared human rights and values respective of progressive cultural context during assembly • Leading open forums in school to pass messages on human rights values and African Charter on the Rights of the Child
	5.3 **Citizenship** **10 lessons**	a) Oral questions b) Observations c) Written tests	• Internet and digital resources • Flip charts/Manilla papers/used carton boxes • Photographs of the Nobel Prize nominees • Masking tapes • Marker pens/pencils • TV/Video /Radio • Approved textbooks and other printed resources • The Constitution of Kenya	• Visiting children office within their locality to learn about child protection • Composing poems on global citizenship • Developing posters on the qualities of global citizens and post them at strategic positions in the school

			● The East African and African Union anthems ● Citizenship Education Teachers Handbook ● Communication boards ● Adapted writing/drawing tools	● Preparing scrapbooks to write down on the local, national, regional, and global issues affecting people in the form of a story ● Celebrating World Day on Social Justice

NOTE: Assessment methods may be modified to accommodate a learner's diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with physical impairment:

S/No	Assessment Methods/Modes And Suggested Adaptations	
	Methods	**Suggested Adaptations**
1.	Written assessment	• Typing, stamping or signing • Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Providing illustrations to be interpreted for activities that involve drawing • Use of worksheets

2.	Oral or Aural assessment	• Written responses • Use of AAC (*Augmentative and Alternative modes of Communication) e.g. talking books, gestures, body movement, sign language, alphabet cards, facial expressions* • Adjustment of time according to individual needs
3.	Portfolio	• Use of E-Portfolio • Provision of physical support • Use of assistive technology • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded
4.	Practical assessment/ Experiments	• Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Rest intervals according to individual needs • Environmental adaptation
5.	Project	• Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Environmental adaptation