REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 9

FOR LEARNERS WITH PHYSICAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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 nine curriculum designs for learners with physical impairment build on competencies attained by learners at Grade eight. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

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

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

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

PREFACE

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

The reviewed Grade nine curriculum furthers implementation of the CBC from Grade eight. 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 nine 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 nine and prepare them for smooth transition to Grade 10 in Senior school. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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

ACKNOWLEDGEMENT

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

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity**

    The people of Kenya 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, to live together in harmony and foster patriotism, and 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 that requires 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 equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system that 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 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 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
a)	English	5
b)	Kiswahili / Kenya Sign Language	4
c)	Mathematics	5
d)	Religious Education	4
e)	Social Studies	4
f)	Integrated Science	5
g)	Pre-Technical Studies	4
h)	Agriculture and Nutrition	4
i)	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		**40 +1**

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2) Communicate effectively, verbally and non-verbally, in diverse contexts.
3) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5) Practise relevant hygiene, sanitation and nutrition skills to promote health.
6) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7) Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8) Manage pertinent and contemporary issues in society effectively.
9) 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 in the society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

Social Studies is anchored on the tenets of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Goals of Education, and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with the Africa Agenda 2063 and the Strategic Objective 10 of the Continental Education Strategy for Africa (2016-2025), that 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 Life Skills to navigate through challenges in day-to-day life.
3) Conserve and manage the environment for sustainable development.
4) Manage pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
5) Apply research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.
6) Apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
7) Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Time
1.0	**Social Studies and Career Development**	**1.1** Pathway Choices	**4**
		1.2 Pre-career choices	**4**
2.0	**Community Service-Learning Project**	2.1 Community Service-Learning Project	**8**
3.0	**People and Relationships**	**3.1** Socio- Economic Practices of Early Humans	**6**
		3.2 Indigenous Knowledge systems in African Societies	**8**
		3.3 Poverty Reduction	**6**
		3.4 Population Structure	**8**
		3.5 Peace and Non-violent Conflict Resolution	**8**
		3.6 Healthy relationships	**4**
4.0	**Natural and Historic Built Environments**	**4.1** Topographical maps	**8**
		4.2 Internal land forming processes	**8**
		4.3 Multipurpose River Projects in Africa	**8**
		4.4 Management and conservation of the Environment	**6**
		4.5 World Heritage sites in Africa	**6**
5.0	**Political Developments and Governance**	**5.1** The Constitution of Kenya	**8**
		5.2 Civic engagement in Governance	**6**
		5.3 Kenya's Bill of Rights	**8**
		5.4 Cultural Globalization	**6**
Total number of lessons			**120**

STRAND 1.0: SOCIAL STUDIES AND CAREER DEVELOPMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Social Studies and career development	**1.1 Pathway Choices (4 lessons)**	By the end of the sub strand the learner should be able to: a) identify factors to consider in the selection of a pathway, b) examine requirements for different pathways at senior school c) appreciate the need for choosing a pathway in senior school.	The learner is guided to: • brainstorm the meaning of a career path, learners with speech difficulties could use alternative modes of communication to share their responses, • engage a resource person to identify factors to consider in the selection of a career pathway, • use digital devices/print materials to watch documentaries on factors to consider in the selection of a career pathway, learners could be appropriately positioned for enhanced view as they watch the documentaries, adjust the glare for those who may be photosensitive.	Why should one make a pathway choice?

			• create and display charts with pathways and their respective requirements, learners could be purposively grouped during this activity, • create and display posters pathways and their respective requirements using locally available resources, 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 learner support assistant develops and displays the posters, • search using 'digital/print resources for requirements for different pathways at senior school, • compose and recite poems on pathway choices.	

Core competencies to be developed
• Learning to learn: Learners engage a resource person to discuss the factors to consider in making pre-career choices for selection of pathways.

Values:
• Responsibility: Learners demonstrate responsibility while using digital devices/print materials to watch documentaries on factors to consider in the selection of a career pathway.

Pertinent and Contemporary Issues (PCIs):
• Career Guidance as they search for importance pre-career choices for promotion of informed choices.

Link to other learning areas:
• English/Kiswahili language: Learners will use writing and reading skills while composing and reciting poems on the importance of pre-career knowledge for posterity.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Social Studies and Career development	**1.2 Pre-career choices (4 lessons)**	By the end of the sub strand the learner should be able to: a) explain the importance of pre-career choices in life, b) illustrate ways of assessing career readiness for senior school, c) appreciate the value of pre-career readiness for learners in senior.	The learner is guided to: • brainstorm the meaning pre-career choice, learners with speech difficulties could use alternative modes of communication to share their responses, • engage a career expert to discuss importance of pre-career choices in life,	How does career modelling inspire one for their future careers?

			• search and make presentations on ways for assessing career readiness for senior school, learners could make oral, written or digital presentations, • role play or participate in career modelling sessions to showcase uniqueness of different careers, learners could be assigned roles according to individual ability levels during the role play.	

Core competencies to be developed:
Creativity and Imagination: Learners apply creativity and imagination as they role play or participate career modelling sessions to showcase uniqueness of different careers.

Values:
  Responsibility: Learners exercise responsibility as they engage a career expert to discuss importance of pre-career choices in life.

Pertinent and Contemporary Issues (PCIs):
Career Guidance: Learners engage a career expert to discuss importance of pre-career choices in life.

Link to other learning areas:
Creative art and sports: Learners role play or participate in career modelling sessions to showcase uniqueness of different careers.
English: Learners make presentations on ways for assessing career readiness for senior school.

Suggested Assessment Rubric

Level\Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify factors to consider in the selection of a pathway.	Learner identifies and explains factors to consider in the selection of a pathway with relevant examples.	Leaner identifies factors to consider in the selection of a pathway.	Learner identifies a few factors to consider in the selection of a pathway.	Leaner identifies a few factors to consider in the selection of a pathway, with hints.
Ability to explain the importance of pre-career choices in life.	Learner explains the importance of pre-career choices in life giving major details.	Learner explains the importance of pre-career choices in life.	Learner explains the importance of pre-career choices in life,leaving out minor details.	Learner explain the importance of pre-career choices in life leaving out major details.

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 sub strand, the learner should be able to: a) identify a problem in the community, b) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) write a report on the concluded project, f) appreciate teamwork in addressing community problems.	Learner is guided to: ● brainstorm and identify problems/gaps/opportunities (pertinent and contemporary issues) in their class/school/community that need attention, learners with speech difficulties could use alternative modes of communication to share their responses, ● discuss and adapt one identified (problem/gap) for the class/group project and state the project title, ● authenticate the problem/gap and write down the statement of the problem (a small description of the identified problem), learners with manipulation difficulties could be supported by peers,	1. What does one consider while implementing a project? 2. Why is reflection important in a project?

			learner support assistant or a scribe to write/type their work, ● search, discuss and agree on an appropriate solution/way forward to address the identified problem and note down the recommended/ proposed solution, ● discuss a plan of implementing the proposed solution and note it down, ● implement the plan prudently to address the identified problem, ● reflect on the concluded project and submit a summary report/account to the CSL teacher, ● reflect on the whole process and the lessons learnt in the concluded work.	

Core competencies to be developed:
- Communication and collaboration: Learners discuss, brainstorm and consult on various 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 gap and explore plausible solutions to address the gap.
- Digital literacy: Learners use technology as they search for solution to the identified problem in the community.
- Learning to learn: Learners gain new knowledge and skills as they discuss and work together to address a community problem in the project.
- Citizenship: Learners participate in CSL projects to address community challenges thereby enhancing their sense of civic consciousness and belonging.

Values:
- Social justice: Learners carry out research using digital devices and print media and also uses resources in the process of planning to address the community problem.
- Unity: Learners engage, discuss, search and plan for the project in the community.

Pertinent and Contemporary Issues (PCIs):
- Governance: Learners work with community members and the local leadership in providing solutions to the identified issues in society.
- Critical thinking skills: Learners brainstorm possible solutions to the identified problem in the community.

Suggested Assessment Rubric				
Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify a problem/gap in the community.	Identifies a problem in the community and justifies choice.	Identifies a problem in the community.	Identifies a problem in the community but lacks consistency.	Identifies a problem in the community with prompts.
Ability to design solution(s) to the identified problem.	Designs solution(s) to the identified problem elaborately.	Designs solution(s) to the identified problem.	Designs solution(s) to the identified problem partially.	Designs solution(s) to the identified problem with assistance.
Ability to implement the plan for solving the identified problem.	Implements the plan for solving the identified problem effectively.	Implements the plan for solving the identified problem.	Implements the plan for solving the identified problem partially	Implements the plan for solving the identified problem with guidance.
Ability to report on the concluded project.	Reports on the concluded project while highlighting lessons learnt.	Reports on the concluded project.	Reports on the concluded project partially.	Reports on the concluded project with assistance.

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	**3.1Socio-Economic Practices of Early Humans** - *Early* - *Middle* - *Late* (6 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the socio-economic practices of early humans in Africa during the Stone Age period, b) examine different types of tools used by early humans during the Stone Age period, c) illustrate the tools used by early humans during the Stone Age period, d) recognise Africa as the birth place of human technology.	Learner is guided to: ● interact with digital technology or print media as they research on socio-economic practices of early humans in Africa during the Stone Age period,), learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● brainstorm on socio-economic practices of early humans during the Stone Age period and make notes, learners with	How do socio-economic practices of early humans' impact on the modern society?

			manipulation difficulties could be supported by peers, learner support assistant or a scribe to make notes, ● debate on the relevance of socio- economic practices of early humans to the modern society, learners with speech difficulties could use alternative modes of communication during the debate, ● undertake group tasks and gain new perspectives as they discuss the various types of tools used by early humans during the Stone Age period, ● use appropriate digital resources to view various types of tools used by early humans during the Stone Age period, learners could be appropriately positioned for enhanced view as they	

			view the various types of tools, • draw, trace, or copy paste various types of tools used by early humans during the Stone Age period and share, • engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology.	

Core competencies to be developed:
- Digital literacy: Learners use digital technology to access relevant learning resources on socio-economic practices of early humans in Africa during the Stone Age period.
- Creativity and imagination: Learners undertake tasks and gain new perspectives as they discuss the various types of tools used by early humans during the Stone Age period.
- Creativity and imagination: Learners interact with digital technology or print media as they research on socio- economic practices of early humans in Africa during the Stone Age period

Values:
- Responsibility: Learners observe safety precautions as they access relevant digital learning resources on socio-economic practices of early humans in Africa during the Stone Age period.
- Unity Respect**:** Learners respect opinions of others as they brainstorm on socio-economic practices of early humans during the Stone Age period.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: Learners collaborate with others to brainstorm on socio-economic practices of early humans during the Stone Age period.
- Effective communication: Learners engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology.

Link to other learning areas:
- Learners develop language skills in Kenyan Sign Language, Kiswahili and English as they brainstorm on socio-economic practices of early humans during the Stone Age period.
- Learners will gain knowledge in Agriculture as they discuss the various types of tools used by early humans during the Stone Age period.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.2 Indigenous Knowledge systems in African Societies** - *Agriculture* - *Medicine* - *Climate* - *Technology* - *Education* - *Environmental* - *Conservation*	By the end of the sub strand, the learner should be able to: a) identify forms/types of indigenous knowledge systems in African societies for self-identity, b) explain how the indigenous knowledge systems were used for sustainability of life, c) use indigenous and modern	Learner is guided to: ● brainstorm in pairs on various forms of indigenous knowledge systems in African societies, learners with speech difficulties could use alternative modes of communication to share their responses, ● use print or digital	How does indigenous knowledge influence on the modern society?

	- *Astronomy* - *Religion And* - *Arts* (8 Lessons)	knowledge systems to manage peer influence in the society, d) appreciate the indigenous knowledge systems in the society.	resources to research on how the indigenous knowledge systems were used in the traditional African society, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● in purposive pairs, devise ways of using indigenous and modern knowledge systems to manage peer influence in the society, make notes and present,	

			● value others' ideas as they debate on how indigenous knowledge systems is applied in various fields in Africa.	

Core competencies to be developed:
- Self-efficacy: Learners devise ways of using indigenous and modern knowledge systems to manage peer influence in the society, make notes and present.
- Communication and collaboration**:** Learners recognise the value of others' ideas as they debate on how indigenous knowledge systems are applied in various fields in Africa.

Values:
- Patriotism: Learners are aware of their own culture as they debate on application of the indigenous knowledge systems in the traditional African society.
- Respect: Learners appreciate diverse opinions as they brainstorm in groups on various forms of knowledge systems in traditional African society.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: Learners work together to brainstorm on various forms of knowledge systems in traditional African society.
- Self-awareness: Learners debate on how indigenous knowledge systems are applied in various fields in Africa.

Link to other Learning Areas:
- Learners brainstorm in pairs on various forms of indigenous knowledge systems in African societies such as agriculture, medicine, climate, technology, education, environmental conservation, astronomy religion and arts which is borrowed from Integrated Science.
- Learners develop language skills (English, Kiswahili, indigenous Language and Kenyan Sign Language**)** as they brainstorm in pairs on forms of knowledge systems in traditional African society.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.3 Poverty Reduction** (6 Lessons)	By the end of the sub strand, the learner should be able to: a) explain causes of poverty in Africa, b) examine the effects of overexploitation of natural resources on poverty in Africa c) apply problem solving skills to reduce poverty in the community, d) recognize the contribution of poverty reduction strategies in society.	Learner is guided to: ● brainstorm on the causes of poverty in Africa and present their findings in class, learners with speech difficulties could use alternative modes of communication to present their findings, ● discuss on the effects of overexploitation of natural resources on poverty in Africa, ● illustrate in pairs problem solving skills to reduce poverty in the community and present in class, learners could make oral, written or digital presentations, ● watch documentaries / video clips on solutions to poverty reduction and write a report, learners could be appropriately positioned as they watch the video/documentaries, those with manipulation difficulties could be supported by peers, learner	1. What are the measures taken by African governments to reduce poverty? 2. How does prudent utilization of resources help to reduce poverty in the society?

			support assistant or a scribe to write or type their reports, ● interact with new technology as they use print or digital resources to explore home-grown practical solutions to poverty reduction, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● compose and sing hum, tap, clap or nod to the rhythm of songs / recite poems on sustainable use of resources in the community, ● create posters on sustainable use of resources in the community, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to	

			create the posters. They could also give instructions as a peer or learner support assistant creates the posters.	

Core competencies to be developed:
- Digital literacy: Learners interact with or watch documentaries / video clips on solutions to poverty reduction.
- Citizenship: Learners illustrate in pairs problem solving skills to reduce poverty in the community.

Values:
- Responsibility: Learners engage in assigned roles as they create posters on sustainable use of resources in the community.
- Social justice: Learners compose and sing songs / recite poems on contribution of strategies towards reduction of poverty in the community.

Pertinent and Contemporary Issues (PCIs):
- Poverty reduction: Learners illustrate in pairs problem solving skills to reduce poverty in the community.
- Environmental education: Learners discuss on the effects of over exploitation of natural resources on poverty in Africa.

Link to other learning areas:
- Learners engage with a resource person on home-grown practical solutions to poverty reduction making them gain more knowledge in Agriculture & Nutrition.
- Learners compose and sing songs / recite poems on sustainable use of resources in the community a knowledge which is utilized in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 People and relationships	**3.4 Population Structure** - *Kenya* - *Germany* (9 Lessons)	By the end of the sub strand, the learner should be able to: a) identify sources of population data in a country, b) explain factors determining population structure in Kenya and Germany, c) construct age-sex population pyramids of developed and developing countries, d) determine the significance of population structure in distribution of national resources in a society, e) appreciate the differences between developed and developing countries for sustainable development.	Learner is guided to: ● brainstorm on sources of population data, make notes and present, learners with speech difficulties could use alternative modes of communication to make presentations, ● engage a resource person to discuss factors determining population structure in Kenya and Germany, ● use digital or print resources to identify factors determining population structure in Kenya and Germany, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light	Why is population structure of a country important?

			intensity should be controlled for learners who may be photosensitive,	
			● draw, trace or copy paste age-sex population pyramid of developed and developing countries,	
			● brainstorm and enumerate the significance of population structure in distribution of national resources in a society, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to enumerate,	
			● compose and display messages on differences in population structure of developed and developing countries for sustainable development, learners with manipulation difficulties could use appropriate assistive technology or	

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

Core competencies to be developed:
- Creativity and imagination: Learners undertake the task of drawing and displaying age-sex population pyramids of developed and developing countries (Germany and Kenya).
- Communication and collaboration: Learners work collaboratively as they discuss the significance of population structure in distribution of national resources in a society**.**

Values:
- Unity: Learners collaborate with others as they brainstorm on sources of population data.
- Respect: Learners appreciate diverse opinions as they brainstorm on sources of population data.

Pertinent and Contemporary Issues (PCIs):
- Citizenship: Learners acquire knowledge on population structure of Kenya and Germany together with its influence on distribution of resources in society.
- Effective Communication: Learners engage a resource person as they discuss factors determining population structure in Kenya and Germany.

Link to other learning areas:
- Learners employ mathematics knowledge to draw and display in class population structure of Kenya and Germany.
- Learners communicate effectively as they discuss in groups the significance of population structure in distribution of national resources in a society helping them develop language skills in English, Kiswahili, and Kenyan Sign Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.5 Peace and Non-violent Conflict Resolution** (8 lessons)	By the end of the sub strand, the learner should be able to: a) explain types of peace for sustainable social interactions, b) identify barriers to conflict resolution in day-to-day lives, c) explore ways of managing emotions in promotion of peace in the community, d) apply emotional intelligence for peaceful conflict resolutions in the community, e) embrace peace initiatives and agreements at the community level for harmonious living.	Learner is guided to: ● brainstorm on types of peace in the society such as personal and cultural and share, learners with speech difficulties could use alternative modes of communication to share their responses, ● use digital or print resources to search for barriers to conflict resolution and present, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● discuss possible solutions of managing emotions to promote peace in the community,	How can we promote peace in the community?

				● engage a resource person on how to apply emotional intelligence to maintain peace in the community, ● role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living, learners could be assigned roles according to individual ability levels during the role play, ● search and explore different options as they compose songs or poems on non - violent conflict resolution in the community.	

Core competencies to be developed:
- Creativity and imagination: Learners search and explore different options as they compose songs or poems on non-violent conflict resolution in the community.
- Critical Thinking and Problem Solving: Learners discuss possible solutions of managing emotions to promote peace in the community.

Values:
- Peace: Learners display calmness as they discuss ways of managing emotions to promote peace in the community.
- Integrity**:** Learners exhibit fairness as they role play activities on cultivating peace initiatives and agreements at the community level for harmonious living.

Pertinent and Contemporary Issues (PCIs):
• Social cohesion: Learners work together and discuss resolutions to conflicts in the community.
• Self Esteem**:** Learners compose songs or poems on non - violent conflict resolution in the community.

Link to other learning areas:
• Learners use Creative Arts skills to compose songs or poems on non-violent conflict resolution in the community.
• Learners apply Religious Studies knowledge to role play activities on cultivating peace initiatives and agreements at the community level for harmonious living.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	**3.6 Healthy relationships** - *Effective communication* - *negotiation skills* - *empathy* - *assertiveness* (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain ways of sustaining healthy relationships in the community, b) explore barriers to harmonious relationships, c) use strategies to overcome barriers to healthy relationships, d) appreciate the need for healthy relationships in the community.	Learner is guided to: ● brainstorm in purposive pairs ways of sustaining healthy relationships in the community, ● speak clearly and effectively as they discuss barriers to harmonious relationships, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● watch video clips on barriers to healthy relationships and	How can we promote healthy relationships in the community?

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| | | | write or type a report, learners could be appropriately positioned for enhanced view as they watch the video clips, adjust the glare for learners who may be photosensitive, those with manipulation difficulties could be supported by peers, a learner support assistant or a scribe to write/type their reports,
 ● use digital or print resources to research on strategies to overcome barriers to healthy relationships,
 ● undertake tasks as they role play scenarios that depicts, Learners could be assigned roles according to individual ability levels during the role play. | |

Core competencies to be developed:
- Communication and Collaboration: Learners speak clearly and effectively as they discuss barriers to harmonious relationships.
- Creativity and imagination**:** Learners undertake tasks as they role play scenarios that depict effective communication, negotiation skills, empathy and assertiveness in overcoming barriers to healthy relationships.

Values:
● Peace: Learners respect self and others as they role play scenarios that depict effective communication, negotiation skills, empathy and assertiveness in overcoming barriers to healthy relationships.
● Unity: Learners strive to achieve common goals as they discuss barriers to harmonious relationships.
Pertinent and Contemporary Issues (PCIs):
● Social cohesion: Learners work together and discuss in groups barriers to harmonious relationships.
Link to other learning areas:
● Learners apply Creative Arts skills to role play scenarios that depicts effective communication, negotiation skills, empathy, and assertiveness in overcoming barriers to healthy relationships.
● Learners use English/Kiswahili/KSL knowledge to brainstorm in pairs ways of sustaining healthy relationships in the community.

Suggested Assessment Rubric

Level ⧹ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the socio-economic practices of early humans in Africa during the Stone Age periods.	Describes the socio-economic practices of early humans in Africa during the Stone Age period in-depth.	Describes the socio-economic practices of early humans in Africa during the Stone Age periods.	Describes socio-economic practices of early humans in Africa during the Stone Age periods with minor errors.	Describes socio-economic practices of early humans in Africa during the Stone Age periods with major errors.

Ability to explain how the indigenous knowledge systems were used for sustainability of life.	Explains how the indigenous knowledge systems were used for sustainability of life in details.	Explains how the indigenous knowledge systems were used for sustainability of life.	Explains how the indigenous knowledge systems were used for sustainability of life omitting minor details.	Explains how the indigenous knowledge systems were used for sustainability of life omitting major details.
Ability to examine the effects of overexploitation of natural resources on poverty in Africa.	Examines the effects of overexploitation of natural resources on poverty in Africa with examples.	Examines the effects of overexploitation of natural resources on poverty in Africa.	Examines in brief the effects of overexploitation of natural resources on poverty in Africa.	Examines briefly the effects of overexploitation of natural resources on poverty in Africa with cues.
Ability to construct age-sex population pyramids of Kenya and Germany (*scale key, title & framing*).	Constructs age-sex population pyramids of Kenya and Germany with all the components.	Constructs age-sex population pyramids of Kenya and Germany.	Constructs age-sex population pyramids of Kenya and Germany partially.	Sketchily constructs age-sex population Pyramid of Kenya and Germany.
Ability to determine the significance of population structure in distribution of national resources in a society.	Determines the significance of population structure in distribution of national resources in a society with examples.	Determines the significance of population structure in distribution of national resources in a society.	Determines the significance of population structure in distribution of national resources in a society partly.	Determines the significance of population structure in distribution of national resources in a society with assistance.

Ability to explore ways of managing emotions in promotion of peace in the community.	Explores ways of managing emotions in promotion of peace in the community with examples.	Explores ways of managing emotions in promotion of peace in the community.	Explores briefly, ways of managing emotions in promotion of peace in the community.	Explores limited ways of managing emotions in promotion of peace in the community.
Ability to explore barriers to harmonious relationships.	Explores barriers to harmonious relationships with much variety.	Explores barriers to harmonious relationships.	Explores barriers to harmonious relationships with minimal variety.	Explores barriers to harmonious relationships with no variety.
Ability to use strategies to overcome barriers to healthy relationships.	Uses strategies to overcome barriers to healthy relationships with examples.	Uses strategies to overcome barriers to healthy relationships.	Uses strategies to overcome barriers to healthy relationships partially.	Use a few strategies to overcome barriers to healthy relationships.

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 Topographical maps** (8 Lessons)	By the end of the sub strand, the learner should be able to: a) describe human activities on topographical maps, b) use creative and critical thinking skills to enlarge and reduce parts of topographical maps, c) illustrate cross-sections from topographical maps, d) appreciate representation of human activities on topographical maps.	Learner is guided to: ● brainstorm human activities that may be represented on a topographical map, learners with speech difficulties could use alternative modes of communication to share their responses, ● use print or digital resources to find out how human activities are represented in topographical maps, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive,	Why are topographical maps important?

			- draw a sketch map to enlarge and reduce part of topographical maps and present to peers, learners could be purposively paired as they carry out this activity, - draw cross-sections from topographical maps showing human activities, - display the cross-sections, take a gallery walk and peer assess, learners with mobility and manipulation difficulties could be supported by peers, learner support assistant or teacher to display the cross sections.	

Core competencies to be developed:
- Digital literacy: Learners use digital or print resources to find out how human activities are represented on topographical maps.
- Learning to Learn: Learners brainstorm on human activities that may be represented on a topographical map.

Values:
- Integrity: Learners display honesty while sharing available resources for drawing sketch maps to enlarge and reduce part of a topographical map and present to peers.
- Love: Learners share resources as they draw sketch maps to enlarge and reduce part of a topographical map and present to peers.

Pertinent and Contemporary Issues (PCIs):
• Self Esteem: Learners demonstrate capacity to draw cross-sections from topographical maps showing human activities.
• Peer education: Learners display the cross-sections and take a gallery walk and peer assess.

Link to other learning areas:
• Learners apply Creative arts skills to draw sketch maps to enlarge and reduce part of topographical maps and present to peers.
• Learners use Mathematics knowledge draw cross-sections from topographical maps showing human activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.2 Internal Land Forming Processes** - *rift valley* - *block mountain* - *faults* (8 Lessons)	By the end of the sub strand, the learner should be able to: a) explore the types and causes of earth movements in the environment, b) explain the theories of continental drift and plate tectonics in the formation of continents, c) illustrate the formation of selected features due to faulting in the environment, d) explain the significance of	Learner is guided to: ● brainstorm the types and causes of earth movements and present in class, learners with speech difficulties could use alternative modes of communication to make presentations, ● conduct library research on types of faults in the environment and do a presentation in class, learners could make oral, written or	How do landforms influence human activities?

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		faulting to human activities, e) recognise internal land forming processes in shaping the landscape and their influence on human activities.	digital presentations, ● use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to make the short notes, ● carry out mapping on the significance of faulting to human life and activities, ● develop posters to create awareness on disasters relating to faulting, 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 learner support assistant develops the posters,	

			● view video clips / documentaries on the processes of faulting in the environment, while watching videos consider preferential seating for learners with short stature, those on positioning and supportive devices for enhanced view. Adjust the screen resolution for those who may be photosensitive, ● draw a sketch illustrating the formation of selected features in the environment and display for peer assessment, learners with manipulation difficulties could use appropriate assistive technology or be provided with adapted drawing resources to draw the sketch. They could also give instructions as a peer or learner support assistant does the actual drawing, ● use an atlas to locate features formed as a result of faulting	

				process, ● brainstorm and share in class the significance of faulting on human activities.	

Core competencies to be developed:
- Digital literacy: Learners use relevant digital resources as they watch video clips / documentaries on the processes of faulting in the environment.
- Learning to Learn: Learners build on their own learning experiences as they conduct library research on types of faults in the environment and do a presentation in class.

Values:
- Respect: Learners brainstorm in groups on the types and causes of earth movements and present them in class.
- Responsibility**:** Learners take care of own property and those of others as they use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes.

Pertinent Contemporary Issues (PCIs):
- Environmental education: Learners discuss and share in class the significance of faulting on human activities.
- Disaster risk reduction**:** Learners address disaster risk reduction as they develop posters to create awareness on disasters relating to faulting.

Link to other learning areas:
- Learners apply Kenyan Sign Language, English and Kiswahili language skills as they brainstorm the types and causes of earth movements.
- Learners use Agriculture and Nutrition knowledge to discuss and share in class the significance of faulting on human activities

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.3 Multi-purpose River Projects in Africa** *-River Tana Projects in Kenya* *- Aswan High Dam in Egypt* (8 Lessons*)*	By the end of the sub strand, the learner should be able to: a) identify selected multi-purpose river projects on a map of Africa, b) outline the conditions that led to the establishment of multi-purpose river projects along river Tana, c) examine the economic importance of multi-purpose river projects in Africa, d) assess challenges facing multi-purpose river projects in Africa,	Learner is guided to: ● use internet and print media to identify selected multi-purpose river projects, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital/print resources. Light intensity should be controlled for learners who may be photosensitive, ● discuss the conditions that led to the establishment of multi-purpose river projects along river Tana, learners with speech difficulties could use alternative modes of communication to share	How useful are multi-purpose river projects in society?

		e) design solutions to challenges facing multi-purpose river projects in Africa, f) recognise the importance of multipurpose river projects in the society.	their responses during the discussion, ● carry out research on the economic importance of multi-purpose river projects in Africa, write short notes and share, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write/type and share the notes, ● brainstorm on challenges facing multi-purpose river projects in Africa, ● invite a resource person to share on the solutions to challenges facing multipurpose river projects.	

Core competencies to be developed:
- Digital literacy: Learners use digital resources to identify selected multi-purpose river projects (*River Tana Projects in Kenya, Aswan High Dam in Egypt*).
- Communication and collaboration: Learners discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Values:
- Responsibility: Learners suggest solutions to challenges facing multipurpose river projects.
- Social Justice: Learners foster inclusivity and non-discrimination as they discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Pertinent and Contemporary Issues (PCIs):
- Creative thinking skills: Learners engage with a resource person to share on the solutions to challenges facing multipurpose river projects.
- Financial literacy**:** Learners brainstorm in groups on the economic importance of multi-purpose river projects in Africa and write short notes.

Link to other learning areas:
- Learners apply Agriculture and Nutrition knowledge to brainstorm on the economic importance of multi-purpose river projects in Africa and write short notes.
- Learners use Kenyan Sign Language, English and Kiswahili knowledge to discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environment	**4.4 Management and Conservation of the Environment** (8 lessons)	By the end of the sub strand, the learner should be able to: a) explore factors that lead to degradation of the environment in the community, b) describe the effects of environmental degradation in society, c) design measures to manage and conserve the environment for sustainability, d) apply creative thinking skills in managing and conserving the immediate environment, e) acknowledge the importance of managing and conserving the environment.	Learner is guided to: ● research on factors that leads to degradation of the environment in the community, ● view video clips or documentaries or pictures and write or type an essay the factors that leads to degradation of the environment, while watching videos consider preferential seating for learners with short stature, those on positioning and supportive devices for enhanced view. Adjust the screen resolution for those who may be photosensitive, ● use print or digital resources to establish effects of degradation of the environment, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital resources,	Why is it important to conserve degraded environment?

| | | | brainstorm on the difference between management and conservation of the environment and share, learners with speech difficulties could use alternative modes of communication to share their responses, demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community, learners could be assigned roles according to individual ability levels as they take part in the conservation exercise, ensure safety as learners manipulate tools to conserve the environment, develop and display posters with messages on how to creatively manage and conserve the environment, 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 learner support assistant develops and displays the posters.	

Core Competencies to be developed:
- Critical thinking and problem-solving: Learners explore possible solutions and their pro and cons as they develop communication messages on how to creatively manage and conserve the environment.
- Citizenship: Learners demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community.

Values:
- Responsibility: Learners engage in assigned roles and duties as they participate in environmental conservation activities in the community.
- Integrity: Learners are committed to duty as they participate in environmental conservation activities in the community.

Pertinent and Contemporary Issues (PCIs):
- Environmental education: Learners participate in environmental conservation in the community.
- Social cohesion: Learners work together in environmental conservation activities in the community.

Link to other learning areas:
- Learners use Integrated Science knowledge to research on factors that lead to degradation of the environment in the community.
- Agriculture and Nutrition is relevant as learners view video clips or documentaries or pictures and write an essay on the factors that leads degradation of the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environment	**4.5 World Heritage Sites in Africa** - *Rock- Hewn Churches* - *Vallée de Mai Nature Reserve* - *Serengeti National Park* - *Robben Island* - *Victoria Falls* (6 Lessons)	By the end of the sub strand, the learner should be able to: a) locate the selected world heritage sites in Africa, b) examine importance of the selected world sites in promoting cultural heritage, c) design measures to conserve the selected world heritage sites, d) apply critical thinking skills in conserving heritage sites within the locality. e) value heritage sites in the community.	Learner is guided to: ● use digital/print resources to locate the selected world heritage sites, learners could be purposively grouped during this activity, ● brainstorm on the importance of the selected world sites in promoting cultural heritage, learners with speech difficulties could use alternative modes of communication to share their responses, ● demonstrate respect for diversity of cultural expression in Kenya as they compose and sing songs or recite poems on the importance of world heritage sites in Africa, ● formulate in purposive pairs measures to conserve heritage sites.	Why is it important to conserve the world heritage sites?

Core competencies to be developed:
• Creativity and imagination: Learners look at the problem in a different way as they use digital resources to locate the selected world heritage sites.

• Citizenship: Learners demonstrate respect for cultural diversity as they recite poems on the importance of world heritage sites in Africa.

Values:
• Social justice: Learners are accorded privileges without favour as they compose and sing songs or recite poems on the importance of world heritage sites in Africa.
• Love: Learners collaborate as they formulate in pairs measures to conserve heritage sites.

Pertinent and Contemporary Issues (PCIs):
• Social cohesion: Learners work together as they brainstorm on the world heritage sites in Africa.
• Self-esteem: Learners confidently sing songs or recite poems on the importance of world heritage sites in Africa.

Link to other learning areas:
• Learners use Kenyan Sign Language, English and Kiswahili skills as they brainstorm on the importance of the selected world sites in promoting cultural heritage.
• Learners apply Creative Arts skills to compose and sing songs or recite poems on the importance of world heritage sites in Africa.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use creative and critical thinking skills to enlarge and reduce parts of	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps	Uses creative and critical thinking skills to enlarge and reduce parts of topographical	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps with	Uses creative and critical thinking skills to enlarge and reduce parts of

topographical maps.	skilfully and without errors.	maps.	minor errors.	topographical maps with major errors.
Ability to illustrate cross-sections from topographical maps.	Illustrates cross-sections from topographical maps creatively.	Illustrates cross-sections from topographical maps.	Illustrates cross-sections from topographical maps omitting minor details.	Illustrates cross-sections from topographical maps omitting major details.
Ability to explain the theories of continental drift and the plate tectonics in the formation of continents.	Explains the theories of continental drift and the plate tectonics in the formation of continents with illustrations.	Explains the theories of continental drift and the plate tectonics in the formation of continents.	Explains the theories of continental drift and the plate tectonics in the formation of continents omitting some details.	Explains the theories of continental drift and the plate tectonics in the formation of continents omitting major details.
Ability to illustrate the formation of selected features due to faulting in the environment.	Illustrates the formation of selected features due to faulting in the environment creatively.	Illustrates the formation of selected features due to faulting in the environment.	Illustrates the formation of selected features due to faulting in the environment partly.	Illustrates the formation of selected features due to faulting in the environment with prompts.
Ability to explain the significance of faulting to human activities.	Explains the significance of faulting to human activities with use of examples.	Explains the significance of faulting to human activities.	Explains little significance of faulting to human activities.	Explains the significance of faulting to human activities with glaring limitations.

Ability to examine the economic importance of multi-purpose river projects in Africa.	Examines in depth the economic importance of multi-purpose river projects in Africa and cites relevant examples.	Examines the economic importance of multi-purpose river projects in Africa.	Examines the economic importance of multi-purpose river projects in Africa Partially.	Examines the economic importance of multi-purpose river projects in Africa with prompts.
Ability to assess challenges facing multi-purpose river projects in Africa.	Assesses challenges facing multi-purpose river projects in Africa comprehensively.	Assesses challenges facing multi-purpose river projects in Africa.	Assesses some challenges facing multi-purpose river projects in Africa.	Assesses some challenges facing multi-purpose river projects in Africa but lacks variety.
Ability to design solutions to challenges facing multi-purpose river projects in Africa.	Designs solutions to challenges facing multi-purpose river projects in Africa creatively.	Designs solutions to challenges facing multi-purpose river projects in Africa.	Designs solutions to challenges facing multi-purpose river projects in Africa partly.	Designs solutions to challenges facing multi-purpose river projects in Africa with prompts.
Ability to describe the effects of environmental degradation in the community.	Describes in details the effects of environmental degradation in the community.	Describes the effects of environmental degradation in the community.	Describes the effects of environmental degradation in the community omitting a few details.	Describes the effects of environmental degradation in the community omitting a lot of details.
Ability to design measures to manage	Designs and applies measures to manage and	Designs measures to manage and conserve	Designs measures to manage and conserve the	Designs measures to manage and

and conserve the environment in the community.	conserve the environment in the community skilfully.	the environment in the community.	environment in the community partly.	conserve the environment in the community with support.
Ability to examine the importance of the selected world heritage sites in Africa.	Examines in depth the importance of the selected world heritage sites in Africa with examples.	Examines the importance of the selected world heritage sites in Africa.	Examines the importance of the selected world heritage sites in Africa with a few errors.	Examines the importance of the selected world heritage sites in Africa with a lot of errors.

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) identify the stages in the constitution-making process in Kenya, b) examine the role of parliament in constitution-making process, c) explore the role of citizens in constitution-making process, d) participate in the constitution-making process as a responsible citizen, e) desire to defend and promote the Constitution of Kenya.	Learner is guided to: ● carry out research on the stages in constitution-making process in Kenya, learners could be purposively grouped as they carry out the research, ● create posters on the stages of the constitution-making process and display it in class, 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, ● watch video clips on parliamentary debate on the constitution-making process, make notes and share, while watching videos consider	Why is constitution-making process in Kenya important?

			preferential seating for learners with short stature, those on positioning and supportive devices for enhanced view. Adjust the screen resolution for those who may be photosensitive,	
			● engage a resource person to talk about the role of citizens in constitution-making process, learners with speech difficulties could use alternative modes of communication during the engagement,	
			● demonstrate interest in interaction with others as they role play citizens participating in constitution-making process, learners could be assigned roles according to individual ability levels during the role play,	
			● role play on the values that should be exercised during constitution making process	

			- and share in class, - sing, clap, hum, tap or dance to the rhythm of patriotic songs on defending and promoting the Constitution of Kenya.	

Core competencies to be developed:
- Citizenship: Learners role play citizens participating in constitution-making process *(referendum)* and sing patriotic songs on defending and promoting the Constitution of Kenya.
- Learning to learn: Learners share what they have learnt as they role play citizens participating in constitution-making process *(referendum).*

Values:
- Patriotism: Learners share what they have learnt through role play on the values that should be exercised during constitution making process and share in class.
- Unity: Learners embrace each other as they role play citizens participating in constitution-making process (referendum).

Pertinent and Contemporary Issues (PCIs):
- Rule of Law: Learners role play citizens participating in constitution-making process (referendum).
- Good governance: Learners acquire knowledge on the role of parliament and citizens in the constitution-making process in Kenya.

Link to other learning areas:
- Learners use English, Kiswahili and Kenya Sign Language knowledge to create posters and discuss with the resource person on constitution-making process in Kenya.
- Learners apply Creative Arts skills as they sing patriotic songs on promotion of the Constitution of Kenya.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	**5.2 Civic Engagement in Governance** - *Social Justice* - *Integrity Peace* (6 Lessons)	By the end of the sub strand, the learner should be able to: a) identify individual and collective civic engagement activities in Kenya, b) explore the basic constitutional requirements for political parties, c) illustrate the role of political parties in democratic governance, d) outline positions vied for in a general election in Kenya, e) exhibit values that promote ethical civic engagement in the community.	Learner is guided to: • brainstorm on individual and collective civic engagement activities in Kenya, learners with speech difficulties could use alternative modes of communication to share their responses, ● develop slogans on individual and collective civic engagement in Kenya, ● create posters on personal and civic engagement activities, display in class and school notice boards, learners with manipulation difficulties could use appropriate assistive technology or adapted drawing/ writing resources to develop the posters. They could also	1. How does civic engagement promote good governance in the country? 2. How can we participate in democratic processes in the society?

			give instructions as a peer or learner support assistant develops the posters. ● discuss the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya, ● discuss the role of political parties in democratic governance, ● design charts on various elective positions in Kenya, display, take gallery walk and peer assess, learners with mobility difficulties could be supported by peers or learner support assistant to move and do the peer assessment. ● role play scenarios that bring out values that promote ethical civic	

			engagement in the community. (Social Justice, Integrity, and Peace), learners could be assigned roles according to individual ability levels during the role play.	

Core competencies to be developed:
- Critical thinking and problem solving: Learners create posters on personal and civic engagement activities, display in class and school notice boards.
- Self-Efficacy: Learners develop slogans on individual and collective civic engagement in Kenya.

Values:
- Respect: Learners appreciate diverse opinions the role of political parties in democratic governance.
- Peace: Learners brainstorm on individual and collective civic engagement activities in Kenya.

Pertinent and Contemporary Issues (PCIs):
- Civic Education: Learners develop slogans on individual and collective civic engagement in Kenya.
- Assertiveness: Learners create posters on personal and civic engagement activities, display in class and school notice boards.

Link to other learning areas:
- Learners apply English, Kiswahili and Kenya Sign Language skills as they discuss the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya,
- Learners use Creative Arts knowledge as they design charts on various elective positions in Kenya, display, take gallery walk and peer assess.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	**5.3 Kenya's Bill of Rights** - *Elderly* - *Refugees* - *Migrants* (6 Lessons)	By the end of the sub strand, the learner should be able to: a) explore Kenya's bill of rights for mutual social well-being, b) examine human of rights of special groups for promotion of social justice and inclusivity, c) apply the bill of rights for harmonious living, d) develop assertiveness necessary in standing up for individual rights, e) cultivate empathy and solidarity with special groups in society for mutual social responsibility, f) embrace respect for human rights in society.	Learner is guided to: ● use digital or print resources to research on Kenya's bill of right and make notes, learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to make notes, ● debate on human rights of special groups, learners with speech difficulties could use alternative modes of communication to share their responses during the debate, ● carry out research to gather information on the rights of special groups, learners could be purposively grouped as they carry out the research, ● design posters on human rights laws with regard to special groups, learners with manipulation difficulties could use appropriate assistive	How can we protect the special groups in the community?

| | | | technology or adapted drawing/ writing resources to design the posters. They could also give instructions as a peer or learner support assistant does the actual design of the posters,
● discuss ways in which the bill of rights are applied to foster harmonious living,
● role play situations/scenarios that bring out assertiveness in standing up for individual rights, learners could be assigned roles according to individual ability levels during the role play,
● brainstorm on human rights laws for protection of special groups,
● display a sense of responsibility to the nation as they develop strategies for promoting protection of special groups in the community. | |

Core competencies to be developed:
● Citizenship: Learners role play situations/scenarios that bring out assertiveness in standing up for individual rights.
● Creativity and Imagination: Learners design posters on human rights laws with regard to special groups.

Values:
● Unity: Learners display team sprit as they brainstorm on human rights laws for protection of special groups.
● Patriotism: Learners display a sense of responsibility to the nation as they develop strategies for promoting protection of special groups in the community.

Pertinent and Contemporary Issues (PCIs):
● Clubs and societies: Learners debate on human rights of special groups.
● Human Rights: Learners brainstorm in groups on human rights laws for protection of special groups.

Link to other learning areas:
● Learners use Religious Education knowledge to develop strategies for promoting protection of special groups in the community.
● Learners apply English, Kiswahili and Kenya Sign Language knowledge as they debate on human laws for special groups

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	**5.4 Cultural Globalization** - *Elderly* - *Refugees* - *Migrants* (8 Lessons)	By the end of the sub strand, the learner should be able to: a) identify cultural elements and practices that have acquired a global recognition and status, b) examine African cultural practices in promoting a	Learner is guided to: ● brainstorm on African cultural practices, ● use digital or print media resources to research on cultural elements in Kenya which have acquired a global status: the Kiondo, the Maasai	1. How can we preserve aspects of cultural globalization in the community? 2. What are the merits of cultural globalisation?

		common humanity, c) explore ways of preserving cultural elements that promotes global citizenship, d) enumerate factors that promote healthy cultural relationships and global interconnectedness, e) appreciate values and cultural elements which promote responsible global citizenship.	Kikoi, Safari, learners with manipulation difficulties could be provided with adapted digital resources or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners who may be photosensitive, ● discuss in groups African cultural practices in promoting a common humanity, learners with speech difficulties could use alternative modes of communication to share their responses during the discussion, ● carry out research on ways of preserving cultural elements that promotes global citizenship, learners could be purposively grouped as they carry out the research,	

			- invite a resource person to discuss on ways of preserving cultural elements that promotes global citizenship, - design charts/posters depicting factors that promote healthy cultural relationships and global interconnectedness, learners with manipulation difficulties could use their digital devices to design the charts/posters. They could also give instructions as a peer or learner support assistant designs the same, - plan to involve others as they debate on the role of international cultural exchange in promoting global citizenship.	

Core competencies to be developed:
- Digital literacy: Learners use digital or print media resources to research on cultural elements in Kenya which have acquired a global status (the *Kiondo, the Maasai Kikoi and safari*),
- Self-efficacy: Learners plan to involve others as they debate on the role of international cultural exchange in promoting global citizenship.

Values:
- Respect: Learners design charts/posters depicting factors that promote healthy cultural relationships and global interconnectedness,
- Patriotism**:** Learners role play aspects of African Socialism, *Ujamaa* and *Ubuntu* elements in promoting a common humanity.

Pertinent and Contemporary Issues (PCIs):
- Self-awareness: Learners become aware of their creativity skills as they role play African Socialism, Ujamaa and Ubuntu elements in promoting a common humanity.
- Social cohesion: Learners design charts/posters depicting factors that promote healthy cultural relationships and global interconnectedness.

Link to other learning areas:
- Learners use Religious Education knowledge as they brainstorm on African Socialism, Ubuntu and Ujamaa practices as aspects of cultural globalization.
- Learners apply English, Kiswahili and Kenya Sign Language skills as they debate on the role of international cultural exchange in promoting global citizenship.

Suggested Assessment Rubric				
Level **Indicator**	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explore the role of citizens in constitution-making process.	Explores in details the role of citizens in constitution-making process citing relevant examples.	Explores the role of citizens in constitution-making process.	Explores the roles of citizens in constitution-making process omitting minor details.	Explores the role of citizens in constitution-making process omitting major details.

Ability to illustrate the role of political parties in democratic governance.	Illustrates the role of political parties in democratic governance referring to the constitution of Kenya.	Illustrates the role of political parties in democratic governance.	Illustrates some roles of political parties in democratic governance with minor discrepancies.	Illustrates a few roles of political parties in democratic governance with major discrepancies.
Ability to examine human rights of special groups for promotion of social justice and inclusivity.	Examines human rights of special groups for promotion of social justice and inclusivity with examples.	Examines human rights of special groups for promotion of social justice and inclusivity.	Examines human rights of special groups for promotion of social justice and inclusivity Partly.	Examines human rights of special groups for promotion of social justice and inclusivity with support.
Ability to examine African cultural practices in promoting a common humanity.	Examines African cultural practices in promoting a common humanity citing examples.	Examines African cultural practices in promoting a common humanity.	Examines in brief, African cultural practices in promoting a common humanity.	Examines in brief, African cultural practices in promoting a common humanity with visible inaccuracies.
Ability to explore ways of preserving cultural elements that promotes global citizenship.	Comprehensively explore sways of preserving cultural elements that promotes global citizenship.	Explores ways of preserving cultural elements that promotes global citizenship.	Explores ways of preserving cultural elements that promotes global citizenship omitting minor ideas.	Explores some ways of preserving cultural elements that promotes global citizenship omitting major ideas.

Ability to enumerate factors that promote healthy cultural relationships and global interconnectedness.	Enumerates and defines the factors that promote healthy cultural relationships and global interconnectedness.	Enumerates factors that promote healthy cultural relationships and global interconnectedness.	Enumerates factors that promote healthy cultural relationships and global interconnectedness with minor errors.	Enumerates factors that promote healthy cultural relationships and global interconnectedness with major errors.

APPENDIX I: GUIDELINES FOR CSL PROJECT AT GRADE 9

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of 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 group projects 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 group projects. They will focus on three components namely; skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

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

Strand	Sub Strand	Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Social Studies and Career development	**1.1 Pathway Choices (4 lessons)**	a) Oral questions b) Written tests c) Project work d) Observation	● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources ● Internet ● Library resources ● Display boards ● Communication boards ● Adapted writing tools	● Watching documentaries
	1.2 Pre-career choices (4 lessons)	a) Oral questions b) Written tests c) Project work d) Observation	● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources ● Display boards ● Communication boards ● Adapted writing tools ● Adhesives	● Debates on career paths ● Composing articles on career paths

2.0 Community Service Learning	2.1 Community Service-Learning Project (8 lessons)			
3.0 **People and Population**	3.1 **Socio – Economic Practices of Early Humans** (6 Lessons)	a) Oral questions b) Written tests c) Project work d) Observation	● Resource persons ● Maps ● Digital resources ● Charts, marker pens ● Adhesives ● Approved text books and other printed resources ● Internet ● Library resources ● Museums ● Artefacts ● Display boards ● Communication boards ● Adapted writing/drawing tools	● Modelling stone tools used by early humans ● Composing and singing songs/poems on Africa as birth place of human technology ● Creating posters or communication messages or videos on Africa as birth place of human technology
	3.2 **Indigenous Knowledge Systems in African Societies** (8 lessons)	a) Oral questions b) Observations c) Written tests	● Digital resources ● Map of Africa ● Marker pens ● Manilla papers ● Stickers/Flash cards ● Internet resources	● Engage a resource person on how indigenous knowledge systems were used in the traditional African society.

			● Approved text books and other printed resources	● Collect materials/forms of Indigenous Knowledge Systems in Africa.
	3.3 **Poverty Reduction** (6 Lessons)	a) Oral questions b) Written tests c) Observations	● Charts ● Audio visual aids ● Display boards ● Communication boards ● Adapted writing tools ● Maps ● Photographs ● Internet	● Compose and sing a song on importance of sustainable use of available resources.
	3.4 **Population Structure** (8 Lessons)	a) Oral questions b) Observation c) Written tests d) Checklists	● Digital resources ● Flip charts ● Manila papers ● Maps ● Internet ● Approved text books ● Display boards ● Communication boards ● Adapted writing tools	● Design posters / models of population structure in Africa.

	3.5 **Peace and Non-violent** **Conflict Resolution** (8 lessons)	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	● Digital resources ● Flip charts ● Manilla papers ● Approved text books and other printed resources ● Resource Person	● Role-playing social values of various cultural groups. ● Conducting a civic dialogue with community members about the importance of peaceful conflict resolution ● Participate in drama and music on peace in the community. ● Organise and participate in activities to interact with Learners from different backgrounds/communities. ● Organise and participate in talent shows and Intercultural fairs on peace.

	3.6 Healthy relationships (3 Lessons)	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist	● Digital resources ● Flip charts ● Manilla papers ● Approved text books and other printed resources ● Resource Person ● Display boards ● Communication boards ● Adapted writing tools	● Organize forums to create awareness on barriers to healthy relationships
4.0 Natural and Historic Built Environments	**4.1 Topographical Maps** (8 Lessons)	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records g) Checklist	● Approved textbooks and other printed resources ● Photographs, pictures ● Vetted digital resources ● Library ● TV/video/films/slides/ ● Internet sources ● Display boards ● Communication boards ● Adapted writing tools	● Drawing a sketch map of the school and show all human activities.

	4.2 **internal Land Forming Processes** (8 lessons)	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist	● Local and extended environment ● Realia ● Maps/Globe ● Photographs, pictures and paintings ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Library ● TV/video/films/slides/ Internet sources ● Display boards	● Sketch diagrams on landforms in the school compound. ● Engage with a resource person on the formation of selected features due to faulting in the environment *(Rift Valley, Escarpments and Block Mountains)* and write short notes. ● Making a model of the internal structure of the earth.
	4.3 **Multi – Purpose River Projects in Africa** (8 Lessons)	a) Oral questions b) Written tests c) Observations	● Map of Africa ● Internet ● Photographs ● Resource persons ● Display boards ● Communication boards ● Adapted writing tools	● Conduct a field study of a river in the neighbourhood to determine the most appropriate river project which can be undertaken.

	4.4 **Management and Conservation of the Environment** (8 Lessons)	a) Oral Questions
		b) Teacher made tests
		c) Observation
		d) Portfolio
		e) Project Work
			● Local and extended environment
			● Realia
			● models
			● Maps/globe
			● Photographs, pictures and paintings
			● Internet sources
			● Vetted digital resources,
			● Educational computer games
			● Approved textbooks and other printed resources
				● Develop themes for music festival on ways of managing and conserving the environment.
				● Undertake a project in groups on waste management in the school neighbourhood:
				  - identify wastes in the school neighbourhood,
				  - establish reasons for lack of proper waste disposal in the school neighbourhood,
				  - outline effects of wastes on the school neighbourhood environment,
				  - propose ways of proper waste disposal in the school

				neighbourhood.
				● Develop a poster to inform the community members on proper waste disposal in the environment.
	4.5 World Heritage Sites in Africa (6 Lessons)	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists	● Local and extended environment ● Realia ● Maps ● Photographs, pictures and paintings ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● TV/video/films/slides/ Internet source ● Display boards ● Communication boards ● Adapted writing tools	● Compose and sing songs and or recite poems on the importance of world heritage sites in Africa. ● Model a map of Africa showing the world heritage sites.

5.0 Political Developments and Governance	5.1 The Constitution of Kenya (6 Lessons)	a) Oral questions b) Observations c) Written tests	● Digital resources ● Flip charts/Manilla papers ● Internet sources	● Develop a class constitution and share in school.
	5.2 Civic Engagement in Governance (6 Lessons)	a) Oral questions b) Observations c) Written tests	● Posters ● Flip charts/ Manilla papers ● Resource person ● Approved text books and other printed resources ● The Constitution of Kenya	● Create awareness on election processes in the community barazas.
	5.3 Kenya's Bill of Rights (6 Lessons)	a) Oral questions b) Observations c) Written tests	● Internet ● Flip charts/Manilla papers ● Masking tapes marker pens/pencils ● TV/Video ● Approved text books and other printed resources ● The Constitution of Kenya	● Create plays and songs on protection of the rights of special groups (refugees, migrants and the elderly). ● Organise walks to sensitise the community on protection of special groups (refugees, migrants and the

				elderly).
				• Establish gardens and nature trails dedicated to special groups (refugees, migrants and the elderly).
				• Perform drama and music on human rights and fundamental freedoms in the Constitution of Kenya in the community.
	5.4 Cultural Globalization (6 Lessons)	a) Oral questions b) Observations c) Written tests d) Journaling	• Posters • TV/Video • Approved text books • Flip charts/ Manilla papers • Approved text books and other printed resources • The Constitution of Kenya	• Participate in activities to preserve cultural elements which promote responsible global citizenship.

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