



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**  
**JUNIOR SCHOOL CURRICULUM DESIGN**

**SOCIAL STUDIES**

**GRADE 7**

**FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First published in 2023

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## **FOREWORD**

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

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

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

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS**

**CABINET SECRETARY,**

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

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

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

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## **ACKNOWLEDGEMENTS**

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

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

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

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

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**i) Foster nationalism and patriotism and promote national unity.**

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

**ii) Promote the social, economic, technological and industrial needs for national development.**

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

**a) Social Needs**

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

**b) Economic Needs**

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

**c) Technological and Industrial Needs**

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

**iii) 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.

**iv) 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.

**v) Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**vi) Promote respect for and development of Kenya’s rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

**vii) 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.

**viii. Promote positive attitudes towards good health and environmental protection.**

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

**LESSON ALLOCATION**

| <b>S/ No.</b> | <b>Learning Area</b>   | <b>No. of Lesson</b> |
|---------------|--|----------------------|
| 1             | English for Learners with Hearing Impairment                         | 5                    |
| 2             | Kiswahili for Learners with Hearing Impairment /Kenyan Sign Language | 4                    |
| 3             | Mathematics for Learners with Hearing Impairment                     | 5                    |
| 4             | Religious Education  | 4                    |
| 5             | Integrated Science for Learners with Hearing Impairment              | 5                    |
| 6             | Agriculture for Learners with Hearing Impairment                     | 4                    |
| 7             | Social Studies for Learners with Hearing Impairment                  | 4                    |
| 8             | Creative Arts and Sports for Learners with Hearing Impairment        | 5                    |
| 9             | Pre- technical Studies for Learners with Hearing Impairment          | 4                    |
| 10.           | Pastoral/ Religious Instruction Programme                            | 1                    |
|               | <b>Total</b>   | <b>41</b>            |



## **LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL**

By the 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 concerns 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 and in society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

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

The learning area is 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.

As learners with hearing impairments experience learning in Social Studies, it is advisable that they are exposed to varied learning experiences, make use of visual aids such as maps, charts, pictures, photographs and realias, resource persons and field trips to simplify abstracts concepts. It is also advisable for learners with hearing impairment to be guided in pairs or groups as they undertake different learning experiences for peer support and mentorship. To cater well for both categories of learners who are Hard of Hearing and learners who are Deaf, the teacher should use proper articulation of signs with correct mouth movement when facilitating learning.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Demonstrate an understanding of historical concepts, historical sources and evidence for the development of identity and a sense of belonging.
2. Develop psychosocial competencies to navigate through challenges in day-to-day life.
3. Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.
4. Develop and apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
5. Understand the value of conservation and management of environments and their influence on human activities and use for sustainable development.
6. Contribute to the management of pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
7. Develop and apply social research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.

## **SUMMARY OF STRANDS AND SUB STRANDS**

|  | <b>Strand</b> | <b>Sub-Strand</b> | <b>Lessons</b> |
|--|---------------|-------------------|----------------|
|--|---------------|-------------------|----------------|

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

**STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT**

| <b>Strand</b>                       | <b>Sub strand</b>                          | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>   | <b>Suggested Key Inquiry Question(s)</b>                           |
|-------------------------------------|--|---|---|--|
| 1.0.<br><b>Personal development</b> | 1.1 <b>Self Exploration</b><br>(4 lessons) | By the end of the sub strand, the learner should be able to:<br>a) sign terms related to self-exploration,<br>b) explore personal abilities and interests for holistic development,<br>c) develop personal values for a steady personality,<br>d) manage emotions in day-to-day life,<br>e) appreciate personal awareness in day-to-day life. | <ul style="list-style-type: none"> <li>• The learner is guided to reflect and journal personal abilities and interests hence share with a friend in class.</li> <li>• Learners are guided in groups to brainstorm how to use personal abilities and interests for holistic development and make presentation in class.</li> <li>• The learners is guided to share personal values/principles that helps him/her pull through as steady person.</li> <li>• Learners are guided in pairs to use print or digital resources to search for how to develop personal principles and share in class.</li> <li>• Leaners are guided in groups to search using digital or print media how to manage emotions (<i>happiness, love, fear and anger</i>) in day- to- day life and share in class.</li> <li>• The learner is guided to share previous experiences in groups how he/she dealt with emotions.</li> </ul> | How can personal abilities and interests influence career choices? |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <ul style="list-style-type: none"> <li>Learners are guided in groups to watch relevant video clips or print media effective management of the emotions in day-to-day life.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Self-efficacy: Learners reflect and journal personal abilities and interests hence share with a friend in class.</li> <li>Critical thinking and problem solving: Learners share previous experiences in groups how he/she dealt with emotions:</li> </ul> |  |  |   |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: Learners brainstorm how to use personal abilities and interests for holistic development and make presentation in class,</li> <li>Responsibility: Learners use print or digital resources to search for how to develop personal principles and share in class</li> </ul>      |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Decision making skills: Learners reflect and journal personal abilities and interests hence share with a friend in class,s.</p>  |  |  |   |  |
| <p><b>Link to other subjects:</b></p> <p>English/Kiswahili/KSL: learners use speaking and listening skills to brainstorm personal abilities and interests for holistic development.</p>   |  |  |   |  |
| <p><b>Suggested Learning Resources:</b></p> <p>digital resources, print resources, charts,</p>  |  |  |   |  |

| Strand | Sub strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question (s)                           |
|--------|--|--|--|--|
|        | <p><b>1.2. Entrepreneurial Opportunities in Social Studies</b><br/>(4 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Sign terms related to Entrepreneurial Opportunities in Social Studies,</li> <li>b) Identify entrepreneurial opportunities for Social Studies in society,</li> <li>c) describe requirements for social entrepreneurial opportunities in world of work,</li> <li>d) appreciate entrepreneurial opportunities in social studies.</li> </ul> | <ul style="list-style-type: none"> <li>● Learners are guided to identify, fingerspell and sign terms related to Entrepreneurial Opportunities in Social Studies.</li> <li>● In groups, learners are guided to brainstorm on entrepreneurial opportunities for Social Studies in society.</li> <li>● In pairs, learners are guided to use digital or print resources to explore entrepreneurial opportunities in Social Studies.</li> <li>● In groups learners are guided to create posters of common entrepreneurial opportunities in social studies and display in class for peer assessment.</li> <li>● In pairs, learners are guided to use digital or print media to find out the personality requirements for any <i>five</i> social studies</li> <li>● In groups, learners are guided to draw charts aligning personal talents and abilities with available entrepreneurial opportunities.</li> <li>● In pairs, learners are guided to create a poster of all entrepreneurial opportunities</li> </ul> | <p>Which entrepreneurial opportunities exist in society?</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>for Social Studies in society and display in class.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to participate in societal activities that discourage gender stereotyping in career choices.</li> <li>● In groups ,guide learners to engage a relevant resource person to give a talk on entrepreneurial opportunities versus personality types in day to day life.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: Learners create posters of common entrepreneurial opportunities in social studies and display in class</li> <li>● Digital Literacy: Learners use digital or print resources to explore entrepreneurial opportunities in Social Studies.</li> </ul>   |  |  |   |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: Learners create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school.</li> </ul>  |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>● Career exploration: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities.</li> <li>● Decision making skills: Learners develop analytic and critical thinking skills as they use digital or print resources to explore entrepreneurial opportunities in Social Studies.</li> </ul> |  |  |   |  |
| <p><b>Link to other learning area:</b></p> <ul style="list-style-type: none"> <li>● Pre-Technical Studies -Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities.</li> </ul>   |  |  |   |  |



**Suggested Learning Resources:**

digital resources. print resources, charts, posters,

| <b>Assessment Rubric</b>  |   |   |   |  |
|---|---|---|---|--|
| Level \ Indicator   | Exceeds expectation   | Meets expectation   | Approaches expectation  | Below expectation  |
| 1. Ability to sign terms related to personal development.                                 | Signs clearly and with proper movement, articulation and hand shape, terms related to personal development. | Signs terms related to personal development.  | Signs some terms related to personal development.   | Signs a few terms related to personal development.   |
| 2. Ability to explore personal abilities and interests for self-improvement               | Learner explores personal abilities and interests for self-improvement with examples                        | Learner explores personal abilities and interests for self-improvement.               | The learner explores personal abilities and interests for self-improvement omitting a few details .             | Learner explores personal abilities and interests for self-improvement omitting much details                   |
| 3. Ability to identify entrepreneurial opportunities that closely match their personality | Learner identifies entrepreneurial opportunities that closely match their personality using examples        | Learner identifies entrepreneurial opportunities that closely match their personality | Learner identifies entrepreneurial opportunities that closely match their personality leaving out a few of them | Learner identifies entrepreneurial opportunities that closely match their personality leaving out many of them |

**STRAND 2.0: PEOPLE, POPULATION AND RELATIONSHIPS**

| Strand   | Sub-Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question (s)      |
|--|---|---|--|---|
| <p><b>2.0 People, Population and Relationships</b></p> <p>(28 lessons)</p> | <p><b>2.1 Human Origin</b></p> <p>(5 Lessons)</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms and concepts related to people, population and relationships,</p> <p>b) explore traditional stories of human origin from African communities,</p> <p>c) explain the religious stories about the origin of humankind,</p> <p><b>d)</b> illustrate common aspects from traditional and religious stories of human origin for self-identity,</p> <p>e) acknowledge the various stories of human origin for self-identity.</p> | <ul style="list-style-type: none"> <li>● Learners are guided to identify , fingerspell and sign terms related to Human Origin.( cradle of humankind, human evolution, species, evolution stages)</li> <li>● Learners are guided in groups to discuss using well-articulated signs stories of human origin from their communities and share in class.</li> <li>● The learner is guided to engage a resource person to discuss the traditional and religious stories on human origin from their communities and journal for reference. (If the resource person is not conversant with sign language the teacher will interpret the session.)</li> <li>● Learners are guided in purposive groups, to compare the different stories on human origin from their communities and share in class,</li> <li>● Learners are guided in pairs, to conduct an online or library research and write a collaborative essay on traditional and</li> </ul> | <p>How did human beings come to be?</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>religious stories of human origin and present in class.</p> <ul style="list-style-type: none"> <li>● In groups learners are guided to discuss using well-articulated signs ways of recording traditional stories about the origin of humankind in society.</li> <li>● In groups, learners are guided to use various methods such as writing or filming to record the traditional stories about the origin of humankind and preserve them.</li> </ul> |  |
|--|--|--|---|--|

**Core Competencies to be developed:**

- Communication and Collaboration: learners develop the skill of listening and observing as they interact with the resource person and recognise the value of others' ideas as they work in groups to compare the different stories on human origin from their communities and share in class.
- Learning to learn: learners develop researching skills as they conduct an online or library research and write a collaborative essay on traditional and religious stories of human origin.

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

- Self-Esteem: as learners use relevant print and electronic media resources to research and present in class the religious stories about the origin of humankind.
- Social Cohesion: as learners work in groups to compare different stories on human origin.

**Values:**

- Responsibility: learners develop responsibility as they work in groups to compare different stories on human origin.
- Patriotism: learners develop patriotism as they write a collaborative essay on traditional and religious stories of human origin.
- Respect: learners exhibit respect for others as they engage a resource person to discuss the traditional and religious stories on human origin.

**Link to other subjects:**

- English: learners relate to writing skills as they write a collaborative essay on traditional and religious stories of human origin.
- Religious Education: learners engage a resource person to discuss the religious stories on human origin.

**Suggested Learning Resources:**

local and extended environment, photographs, pictures and paintings , internet sources, digital resources, approved textbooks and other printed resources, artefacts, museum, monuments, cultural and historical sites, newspaper cuttings, libraries, posters, charts,

| Strand | Sub-Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                     |
|--------|---|---|---|---|
|        | <p><b>2.2 Early Civilization</b></p> <p>(5 Lessons)</p> <ul style="list-style-type: none"> <li>- ancient Egypt,</li> <li>- Great Zimbabwe</li> <li>- the Kingdom of Kongo,</li> </ul> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) sign terms and concepts related early civilization,</li> <li>b) explore factors that led to the growth of the selected ancient Kingdoms in Africa,</li> <li>c) locate the selected ancient kingdoms on a map of Africa,</li> <li>d) assess the contribution of early African civilization to the modern world,</li> <li>e) appreciate the contribution of ancient kingdoms to the development of the modern world.</li> </ol> | <ul style="list-style-type: none"> <li>● Learners are guided to identify, fingerspell and sign the terms related to early civilization.( civilisation, kingdom, state, empire, social organisation)</li> <li>● Learners are guided in pairs, to brainstorm and sign the meaning of the term, early civilization.</li> <li>● Learners are guided to discuss using well-articulated signs, the factors that led to the growth of ancient Egypt, Great Zimbabwe, and the Kingdom of Kongo.</li> <li>● Learners are guided in pairs, to use print or electronic map of Africa showing the location of ancient Egypt, Great</li> </ul> | <p>How has early African civilization influenced the world today?</p> |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p>Zimbabwe, and the Kingdom of Kongo.</p> <ul style="list-style-type: none"> <li>● The learner is guided to watch a signed audio-visual documentary on the contribution of early African civilization to the modern world.</li> <li>● The learner is guided to conduct online or library research and write an essay on the contribution of early civilization to the development of the modern world and present it in class.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: learners develop speaking and signing skills as they discuss factors that led to the growth of ancient Egypt, Great Zimbabwe, and the Kingdom of Kongo.</li> <li>● Critical thinking and problem solving: learners develop researching skills as they conduct online or library research and write an essay on the contribution of early civilization to the development of the modern world.</li> </ul> |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-esteem: as learners write and present in class an essay on the contribution of early civilization to the development of the modern world.</li> <li>● Good Governance: as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.</li> </ul>  |  |  |  |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners exhibit accountability as they care for the learning resources they use as they experience learning.</li> </ul>   |  |  |  |  |

- Respect: learners exhibit acceptance as they discuss factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.

**Link to other Learning Areas:**

- Pre- Technical: learners relate to the computer skills learnt in Pre Technical as they use digital devices to download a map of Africa showing location of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.
- Kenya Sign Language and English: learners apply language skills as they brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.

**Suggested Learning Resources:**

digital devices, print and electronic maps of Africa, manila papers, charts, internet sources, approved textbooks and other printed resources, library, journals,

| Strand | Sub-Strand                                      | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                                    |
|--------|---|---|--|--|
|        | <b>2.3 Slavery and Servitude</b><br>(4 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>sign terms and concepts related to slavery and servitude,</li> <li>identify the various forms of slavery and servitude in traditional African society,</li> <li>explain factors which led to development of Indian ocean slave trade</li> <li>sketch the geographical extent of the regions covered by Indian Ocean slave trade in Africa,</li> <li>exhibit empathy for various social injustices committed on the Africans during the Indian Ocean slave trade in 15<sup>th</sup> Century slave trade,</li> <li>desire to promote human dignity for a just and peaceful world.</li> </ol> | <ul style="list-style-type: none"> <li>The learner is guided to identify, fingerspell and sign terms related to slavery and servitude.( slavery, servitude, social injustices,)</li> <li>Learners are guided in pairs, to brainstorm and sign the meaning of slavery and servitude and share in class.</li> <li>Learners are guided in groups, to discuss using well-articulated signs, various forms of slavery and servitude in traditional African society.</li> <li>Learners are guided in small groups to watch a signed audio-visual clip on factors which led to development of Indian Ocean slave trade.</li> <li>Learners are guided in pairs, to conduct an online or library research on the organization of the Indian Ocean Slave trade.</li> <li>The learner is guided to draw and show the geographical regions covered by the Indian Ocean Slave trade in Africa.</li> <li>Learners are guided to discuss using well-articulated signs various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> century and share their findings in class.</li> <li>Learner are guided in pairs to develop slogans on ways of promoting human dignity for a just and peaceful world and share in class.</li> </ul> | <p>Why has slavery and servitude existed for thousands of years?</p> |



**Core Competencies:**

- Communication and Collaboration: learners develop the skill of signing clearly and observing keenly as they discuss using well-articulated signs various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> century.
- Self-Efficacy: the learner develops self-confidence as he/she presents their discussion findings on various social injustices committed on Africans during the Indian Ocean trade.

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

- Human Rights: as learners identify the various forms of human rights violated due to slavery and servitude in traditional African society.
- Effective Communication: as learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> century.

**Values:**

- Love: learners develop empathy and compassion as they discuss using well-articulated signs various social injustices committed on the Africans during Indian Ocean slave trade in 15<sup>th</sup> century.
- Responsibility: learners develop accountability as they use and care for print or digital resources to conduct a research on the organization of the Indian Ocean Slave trade.

**Link to other learning Areas:**

- English, Kiswahili and Kenyan Sign Language: learners brainstorm on the forms of slavery and servitude.
- Pre -Technical: learner relate to computer skill as they use digital devices to research on the organisation of Indian Ocean slave trade.

**Suggested Learning Resource:**

digital resources, flip charts/manila papers, maps, approved text books,

| Strand                              | Sub-Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)                           |
|-------------------------------------|--|--|--|---|
| <b>2.0 People and Relationships</b> | <b>2.4 Developments in medium of trade</b><br><br><b>(4 lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) compare barter trade and the use of currency trade in Africa,</p> <p>b) trace the factors that led to introduction of money in Africa,</p> <p>c) deduce the impact of introduction of money in Africa</p> <p>d) appreciate medium of trade for sustainability.</p> | <ul style="list-style-type: none"> <li>● Learners are guided to identify fingerspell and sign the terms related to development in medium of trade (barter trade, currency).</li> <li>● Learners are guided in groups to brainstorm what is barter trade.</li> <li>● Learners are guided to search from digital devices or from print materials the importance of barter trade and currency. Guide learners to present their findings.</li> <li>● Learners are guided to discuss the comparison between barter trade and use of currency in Africa. Guide learners to make notes and present in class for peer assessment.</li> <li>● Guide learners in groups to use digital /print media to find out factors that led to introduction of money in Africa,</li> <li>● In pairs, guide learners to brainstorm the impact of introduction money in Africa,</li> <li>● Learners are guided in groups to engage a resource person to give a talk on the impact of the introduction of money in Africa. Guide learners to prepares notes from the talk. Provide a sign language interpretation for learners who are Deaf.</li> <li>● In groups, guide learners to role play barter trade and the use of currency trade in Africa and provide a critic.</li> </ul> | <p>How has money transformed trade in Africa?</p> |

**Core Competencies to be developed:**

- Communication and Collaboration: Learners speak effectively and logically as they compare barter trade and use of currency in Africa.

**Values:**

- Respect: Learners develop acceptance as they listen to each other as they brainstorm on the impact of the introduction of money in Africa,

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

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

**Link to other Learning Areas:**

- Pre-Technical studies -learners apply knowledge gained from the impact introduction of currency in Africa

**Suggested learning resources:**

Digital resources, Approved text books and other printed resources, Museums/Artefacts. Resource person,

| Strand | Sub-Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question (s)  |
|--------|--|---|---|---|
|        | <p><b>2.5 Socio-economic organization of selected African Communities up to 1900</b><br/>(4 lessons)</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms and concepts related to socio economic organisation of the selected African communities,</p> <p>b) locate on a map of Africa the areas settled by the selected African communities,</p> <p>c) describe the socio-economic organisation of selected African communities up to 1900,</p> <p>d) compare the socio-economic organisation of the selected African communities up to 1900,</p> <p>e) desire to promote positive social interactions among various communities.</p> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms related to Socio-economic organisation of selected African Communities.</li> <li>● The learner is guided to study and interpret a print or electronic map of Africa showing the areas settled by the selected African communities.</li> <li>● The learner is guided to draw a map of Africa and indicate the areas settled by the selected African communities.<br/>(The <i>Ogiek, Zulu, Asante</i>).</li> <li>● The learner is guided to use print or digital devices to research on socio- economic organization of selected African communities up to 1900 (<i>The Ogiek, Zulu, Asante</i>),</li> <li>● In groups learners are guided to discuss using well-articulated signs, the aspects of socio-economic organisation of the selected African communities.</li> <li>● Learners are guided to discuss using well-articulated signs, the differences and similarities in socio - economic organisation of the selected African communities up to 1900.</li> </ul> | <ol style="list-style-type: none"> <li>1. How were African communities organized up to 1900?</li> <li>2. How can we promote positive interactions among communities?</li> </ol> |

**Core Competencies to be developed:**

- Communication and Collaboration: learners develop the skill speaking and signing as they discuss in group, the aspects of socio-economic organisation of the selected African communities.
- Learning to learn: learners work collaboratively as they debate on the differences and similarities in socio - economic organisation of the selected African communities up to 1900

**Values:**

- Respect: learners develop open mindedness as they recognise each other's contribution as they debate on the differences and similarities in socio-economic organisation of the selected African communities up to 1900.
- Peace: learners display tolerance as they brainstorm in groups on the aspects of socio-economic organisation of the selected African communities.
- Responsibility: learners develop resilience as they research on socio-economic organisation of selected African communities up to 1900 (*The Ogiek, Zulu, Asante*)

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

- Social cohesion: learners brainstorm in groups on the aspects of socio- economic organisation of the selected African communities.
- Self-esteem: learners debate on the differences and similarities in socio - economic organisation of the selected African communities up to 1900

**Link to other Learning Areas:**

- English, Kiswahili and Kenyan Sign Language: learners use language skills as they brainstorm various aspects of social organisation of African communities up to 1900.
- Pre technical: learners apply computer skills as they use digital devices to search for information on the socio- organisation of selected communities.
- Creative Arts and Sports: as learners draw a map of Africa and indicate the areas settled by the selected African communities (*The Ogiek, Zulu, Asante*).

**Suggested learning resources:**

print resources, digital devices, maps of africa, approved textbooks,

| Strand   | Sub-strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|--|--|--|---|--|
|  | <b>2.7 Peaceful Conflict Resolution</b><br>(4 lessons) | <b>By the end of the sub-strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>outline qualities of a peaceful person in the community,</li> <li>explore factors that promote peaceful co-existence,</li> <li>assess peaceful conflict resolution process in day-to-day life,</li> <li>value importance peaceful coexistence in the community in day-to-day life.</li> </ol> | Learners are guided to: <ul style="list-style-type: none"> <li>The learner is guided to identify, fingerspell and sign terms related to Peaceful coexistence (<i>peace, conflict, resolution, mediation, negotiation</i>)</li> <li>In groups, guide learners to brainstorm qualities of a peaceful person in the community and make presentations in class.</li> <li>The learner to be guided to write an essay on qualities of a peaceful person</li> <li>In pairs, guide learners to use digital or print resources to find out peaceful conflict resolution process,</li> <li>In groups, guide learners to engage a resource person to give a talk on factors that promote peaceful co-existence. Encourage learners to make notes.</li> <li>In groups. Guide learners to role play on in peaceful conflict resolution process in day-to-day life,</li> <li>In pairs ,guide learners to compose and recite peace poems on the importance peaceful co-existence in the community in day-to day life.</li> </ul> | <ol style="list-style-type: none"> <li>How can we promote peace for mutual social well-being?</li> <li>How can managing stress and emotion promote inner peace?</li> </ol> |
| <b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Self-efficacy: Learners</li> <li>Digital literacy: Learners use digital or print resources to find out the peaceful conflict resolution processes.</li> </ul> |  |  |   |  |

**Values:**

- Peace: role play peaceful conflict resolution process in day-to-day life.

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

- Social Cohesion: Learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.

**Link to other Learning Areas:**

- Learners use creative skills to compose and recite peace poems in class.

**Suggested Learning Resources:**

Digital resources, Flip charts/Manilla papers, Approved text books and other printed resources.

### Suggested Assessment Rubrics

| <b>Level</b><br><b>Indicator</b>   | <b>Exceeding Expectation</b>  | <b>Meeting Expectation</b>   | <b>Approaching Expectation</b>  | <b>Below Expectation</b>   |
|--|---|--|---|--|
| Ability to assess contribution of ancient Kingdoms to the modern world civilisation              | learner assesses contribution of ancient Kingdoms to the modern world civilisation comprehensively            | learner assesses contribution of ancient Kingdoms to the modern world civilisation             | learner assesses contribution of ancient Kingdoms to the modern world civilisation leaving out few contributions    | learner assesses contribution of ancient Kingdoms to the modern world civilisation leaving out many contributions  |
| Ability to identify the various forms of slavery and servitude in traditional African society    | Learner identifies the various forms of slavery and servitude in traditional African society with examples.   | Learner identifies the various forms of slavery and servitude in traditional African society   | Learner identifies the various forms of slavery and servitude in traditional African society omitting a few details | Learner identifies the various forms of slavery and servitude in traditional African society omitting many details |
| Ability to locate on a map of Africa the areas settled by the three selected African communities | learner locates on a map of Africa the areas settled by the three selected African communities with precision | learner locates on a map of Africa the areas settled by the three selected African communities | learner locates on a map of Africa the areas settled by 2 selected African communities                              | learner locates on a map of Africa the areas settled by one or none of selected African communities                |
| Ability to trace the factors that led to introduction of money in Africa,                        | Learner traces the factors that led to introduction of money in Africa comprehensively                        | Learner traces the factors that led to introduction of money in Africa                         | Learner traces the factors that led to introduction of money in Africa leaving out few factors                      | Learner traces the factors that led to introduction of money   |



|  |  |  |  |   |
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|  |  |  |  | in Africa leaving out many factors  |
| Ability to identify different relationships in the society         | Learner identifies different relationships in the society                        | Learner identifies different relationships in the society        | Learner identify different relationships in the society Omitting minor details             | learner identify different relationships in the society omitting major details            |
| Ability to explore qualities of a peaceful person in the community | Learner explores qualities of a peaceful person in the community in exhaustively | Learner explores qualities of a peaceful person in the community | Learner explores qualities of a peaceful person in the community leaving out few qualities | Learner explores qualities of a peaceful person in the community leaving out many details |

| Strand | Sub-strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|--------|--|--|---|--|
|        | <p><b>2.6 Diversity and Interpersonal relationship</b><br/>(4 lessons)</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms and concepts related to human diversity and interpersonal relationships,</p> <p>b) identify factors that determine individual differences among members of the society,</p> <p>c) classify desirable and undesirable personality attributes which make individuals different from others,</p> <p>d) appreciate the importance of building healthy relationships in multicultural society.</p> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms related to human diversity and interpersonal relationships. (<i>Diversity, inclusion, personality, attributes, human identity</i>)</li> <li>● In groups, learners are guided to brainstorm on factors that determine human diversity.</li> <li>● The learners are guided to debate and design a chart showing desirable and undesirable personality attributes which make individuals different from others and display in class for peer assessment.</li> <li>● The learner is guided to role play in class, the unique personality attributes to enhance self-awareness.</li> <li>● The learner is guided to engage a resource person to discuss life skills that would promote healthy relationships. (<i>effective communication, negotiation skills, Assertiveness, empathy</i>).</li> <li>● In groups, learners are guided to brainstorm forms of peer influence and present them in class.</li> <li>● In pairs, learners are guided to research using appropriate print, resources or digital devices on the components of human identity in a multi-cultural society.</li> </ul> | <p>1. How do varied personalities shape society?</p> <p>2. Why is respect and appreciation of diversity crucial for social cohesion?</p> |

**Core Competencies:**

- Self-efficacy: learners develops the skill of ordering and prioritising tasks as they role play in class, the unique personality attributes to enhance self-awareness.
- Learning to learn: learners develop relationships as they share what they have learnt from community members, library resources, print or other relevant sources on different components of human identity.

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

- Self-esteem: learners compose and recite poems which propagate a culture of respect among learners and present.
- Self-awareness: learners role play in class the unique personality attributes to enhance self-awareness.
- Decision Making: learners categorises personality attributes into desirable and undesirable

**Values:**

- Respect: learners develop acceptance as they listen to each other as they brainstorm personality attributes which make individuals different from others.
- Unity: learners' skill of inclusion is enhanced as they role play in class the unique personality attributes to enhance self-awareness.

**Link to other Learning Areas:**

- English, Kiswahili and Kenyan Sign Language: learners apply language skills as they brainstorm on personal attributes which make them different from others.
- Creative Arts: as learners compose and recite poems which propagate respect and appreciation of diversity.

**Suggested Learning Resources:**

print resources, digital resources, charts, library resources, resource persons,

**STRAND 3.0: COMMUNITY SERVICE LEARNING**

| Strand  | Sub-Strand                     | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question (s)   |
|---|--------------------------------|--|--|--|
| <p><b>3.0 Community Service learning (12 lessons)</b></p> | <p><b>CSL (20 lessons)</b></p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explain the meaning of key terms in community service learning (CSL) and CSL projects,</li> <li>b) explain steps of a CSL project/activity,</li> <li>c) accomplish a CSL project,</li> <li>d) explain the importance of CSL in the community.</li> </ul> | <ul style="list-style-type: none"> <li>● The learners are guided to brainstorm on the meaning of the terms community, community services, community service learning (CSL), project (activities outside class), problem (gaps or opportunities), solution (remedy), and plan of activity, implementation, and written report of a project.</li> <li>● Learners are guided in groups to discuss the steps involved in carrying out a CSL project:               <ul style="list-style-type: none"> <li>(i) identification and verification of a problem/gap/opportunity</li> <li>(ii) planning to solve an identified problem</li> <li>(iii) designing solution(s) to the problem</li> <li>(iv) implementing the solution/filling the gap</li> <li>(v) reflecting and reporting on the project/activity done</li> </ul> </li> </ul> | <p>How can community service learning contribute to community development?</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>● Learners are guided to identify and brainstorm on problems/gaps in their context/community.</li> <li>● Learners are guided to discuss, verify and adopt one problem for the class/groups project.</li> <li>● Learners are guided to propose and plan on way(s) of solving the problem.</li> <li>● Learners are guided to implement the solution of the problem in the community. (Pair learners who are deaf with learners who are hard of hearing. Ensure learners' safety when they are implementing the solutions to the problem. Learners should be accompanied by the teacher and guided throughout the implementation process)</li> <li>● Learners are guided to write and report on the accomplished project.</li> <li>● Learners are guided to discuss CSL benefits for self and the community.</li> </ul> <p>Pair or group learners purposively and ensure that safety precautions are observed during implementation of the project.</p> |  |
|--|--|--|---|--|

**Core Competencies to be developed:**

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

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

- Social Cohesion: learners discuss possible solutions to the identified issue in groups.
- Critical thinking: learners discuss possible solutions to the identified problem in the community.

**Values:**

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

| <b>Assessment Rubric</b>  |   |   |  |   |
|---|---|---|--|---|
| <b>Level Indicator</b>  | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>  | <b>Approaches Expectation</b>  | <b>Below Expectation</b>  |
| Ability to explain the meaning of key terms in community service learning (CSL) and CSL project | Explains the terms community, community service, community service learning and CSL project correctly | Explains the meaning of key terms in community service learning (CSL) and CSL project | Explains the meaning of some key terms in community service learning (CSL) and CSL project | Explains the meaning of a few key terms in community service learning (CSL) and CSL project |
| Ability to explain the steps in a CSL project/activity  | Explains the steps in a CSL project clearly and with in-depth understanding of concepts.              | Explains the steps in a CSL project.  | Explains some steps in the CSL project demonstrating simple understanding of concepts.     | Explains a few steps in the CSL Project but requires further guidance and studys.           |
| Ability to accomplish a CSL project/activity in group(s)  | Accomplishes a CSL project/activity in group(s) and ensures sustainability.                           | Accomplishes a CSL project/activity in group(s)                                       | Accomplishes the CSL project/activity in group(s) with significant effort.                 | Accomplishes the CSL project/activity in group(s) with minimal effort.                      |
| Ability to explain the importance of CSL in the community                                       | Explains with examples, the importance of CSL in the community.                                       | Explains the importance of CSL in the community.                                      | Explains fairly the importance of CSL in the community.                                    | Hardly explains the importance of CSL in the community.                                     |

**STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA**

| Strand  | Sub-Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question (s)   |
|---|---|---|---|--|
| <p><b>4.0 Natural and Historic Built Environments in Africa</b><br/><b>(30 Lessons)</b></p> | <p><b>4.1 Historical information</b><br/><i>(4 lessons)</i></p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign the terms related to natural and historic built environments,</p> <p>b) identify various sources of historical information in the society,</p> <p>c) distinguish between primary and secondary sources of historical information,</p> <ul style="list-style-type: none"> <li>• explore how various sources of historical information have been preserved over the years,</li> </ul> <p>d) appreciate the significance of various sources of historical information in providing evidence of past human accounts.</p> | <p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• The learner is guided to identify fingerspell and sign the terms related to natural and historic built environments. (<i>museum, monuments, artefacts</i>)</li> <li>• Learners are guided in pairs, to use appropriate print or digital resources to identify sources of historical information in the society and share in class.</li> <li>• The learner is guided to design posters about primary and secondary sources of historical information in the society and display in class.</li> <li>• Learners are guided in groups, to discuss using signs ways of preserving sources of historical information.</li> <li>• Learners are guided to debate on the significance of various sources of historical information in providing evidence of past human accounts.</li> <li>• The learner is guided to journal on personal interest and talents and establish if they resonate with different careers under</li> </ul> | <ol style="list-style-type: none"> <li>1. How does the past shape the present and future?</li> <li>2. How significant are sources of historical information in understanding past human accounts?</li> </ol> |



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|--|--|--|--|--|
|  |  |  | Natural and historic Built Environments in Africa. |  |
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**Core Competencies to be developed:**

- Communication and Collaboration: learners develop speaking and signing skills by expressing themselves with clarity as they debate on the significance of historical information.
- Digital Literacy: learners develop digital technology to effectively accomplish their own tasks as they find out the sources of historical information using appropriate media.

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

- Creative Thinking: as learners skilfully create posters on the sources of historical information and display them conveniently in class.
- Social Cohesion: as learners debate as a class on the significance of historical sources of information in the society.

**Values:**

- Patriotism: learners develop dedication as they explore how the sources of historical information have been preserved.
- Responsibility: learners diligently use appropriate print media or digital resources to find out sources of historical information.

**Link to other subjects:**

- English and Kenyan Sign Language: learners apply language skills as they discuss the sources of historical information in the society and debate on the significance of historical sources of information in the society.
- Creative Arts: as learners design posters on primary and secondary sources of historical information in the society.

**Suggested Learning Resources:**

local and extended environment, photographs, pictures and paintings , internet sources, digital resources, approved textbooks and other printed resources, artefacts, museum, monuments, cultural and historical sites, newspaper cuttings, libraries, posters, charts,

| Strand | Sub-Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question (s)   |
|--------|---|--|--|--|
|        | <b>4.2 Historical Development of Agriculture</b><br><i>( 4 lessons)</i> | By the end of the sub-strand the learner should be able to:<br>a) sign terms and concepts related to Historical development of agriculture,<br>b) locate areas where early agriculture was practiced in selected geographical regions in Africa,<br>c) explore crops grown and animals kept in selected regions during early agriculture,<br>d) illustrate methods of irrigation used in ancient Egypt,<br>e) assess the contribution of the Nile valley agriculture to world civilization,<br>a) explore possible careers in Agriculture,<br>f) value the importance of domestication of plant and animals in Africa. | <ul style="list-style-type: none"> <li>● Learner is guided to identify, fingerspell and sign the terms related to historical development of agriculture.( <i>Egypt, Nubia, Rift valley, irrigation, shadoof irrigation, basin irrigation</i>)</li> <li>● Learners are guided in pairs, to draw the map of Africa and show areas where early agriculture was practiced in selected geographical regions. (Rift Valley of Eastern Africa, Egypt and Nubia),</li> <li>● The learner is guided to carry out research in groups on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class,</li> <li>● The learner is guided to watch a captioned/signed audio visual clips or observe photographs on methods of irrigation used in ancient Egypt.</li> <li>● The learner is guided to draw diagrams showing methods of irrigation which were used in ancient Egypt.</li> <li>● Learners are guided in groups, to discuss the contribution of the Nile valley agriculture to world civilisation,</li> <li>● Learners are guided in pairs, to use digital devices to download pictures and photographs of different animals kept, crops</li> </ul> | <ol style="list-style-type: none"> <li>1. Why did people start practicing agriculture in Africa?</li> <li>2. How did Agriculture begin in Africa?</li> </ol> |

|  |  |  |   |  |
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|  |  |  | <p>grown in subsistence farming and methods of irrigation used during early agriculture in Egypt.</p> <ul style="list-style-type: none"> <li>● Learners are guided in pairs to create a poster park on indigenous crops and animals during early agriculture, which is accessible to the public.</li> <li>● In groups, learners are guided to discuss using signs different careers associated with agro farming and animal husbandry.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners develop self-discipline as they complete tasks of carrying out research on animals and crops.</li> <li>● Creativity and Imagination: learners find hidden patterns between different ideas as learners collect and download pictures and photographs on different animals and crops.</li> </ul>                  |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>● Environmental Education: as learners illustrate methods of irrigation which were used during early agriculture.</li> <li>● Social Cohesion: learners work in groups to classify crops grown and animals which were kept during early agriculture.</li> </ul>   |  |  |   |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Patriotism: learners develop citizenship as they discuss in groups the contribution of the Nile Valley agriculture to world civilization.</li> <li>● Unity: learners strive to achieve a common goal as they carry out research in groups on animals kept and types of crops which were grown during early agriculture.</li> </ul>                                      |  |  |   |  |
| <p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Agriculture and Nutrition: as learners carry out research on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region</li> <li>● Creative Arts: as learners draw diagrams showing methods of irrigation which were used during early agriculture in Egypt.</li> </ul> |  |  |   |  |
| <p><b>Suggested Learning Resources:</b></p> <p>electronic/print maps of Africa, pictures, realia, Chart, signed audio visual, photographs, internet sources, display boards,</p>   |  |  |   |  |

| Strand | Sub-Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Questions   |
|--------|--|---|--|---|
|        | <p><b>4.3 Maps and map work</b></p> <p>( 10 lessons)</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms related to Maps and Map work,</p> <p>b) describe the position, shape and size of Africa,</p> <p>c) locate places and features using latitudes and longitudes,</p> <p>d) develop critical thinking skills while calculating the time of different places in the world using longitudes,</p> <p>e) recognise the three types of maps in social Studies,</p> <p>f) appreciate the need to identify with the key unique features of his/her continent.</p> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign the terms related to Maps and Map work. (<i>Latitude, longitude, features, position, location</i>)</li> <li>● Learners are guided in groups, to brainstorm on the position, shape and size of Africa and share in class.</li> <li>● The learner is guided to use latitudes and longitudes to locate features on a map. (<i>the teacher should demonstrate and then allow learners to practise</i>)</li> <li>● Learners are guided in pairs, to use print or digital resources to establish the position and location of places and features on a map.</li> <li>● Learners are guided in groups, to calculate time of different places using longitudes. (<i>the teacher should demonstrate and then allow learners to practise</i>)</li> <li>● Learners are guided in groups, to carry out research on the three types of maps used in Social Studies and make summary notes and present them in class. (<i>Topographical maps, Sketch maps and Atlas Maps</i>).</li> </ul> | <ol style="list-style-type: none"> <li>1. How are maps used?</li> <li>2. Why is time different in various locations?</li> </ol> |

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|   |  |  | <ul style="list-style-type: none"> <li>● Learners are guided in groups, to discuss the three types of maps in social Studies and make a presentation in class.</li> <li>● The learner is guided to create a chart of characteristics of each type of map and display in class for peer assessment.</li> </ul> |  |
| <b>Core Competencies to be developed:</b>   |  |  |   |  |
| Creativity and Imagination: learners create connections as they undertake group activities and exchange new ideas that inspire creative thinking as they draw an outline map of Africa.   |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>● Social Cohesion: as learners brainstorm in groups, the position, shape and size of Africa.</li> <li>● Environmental Education: as learners use latitudes to locate the position of places and features on a map.</li> </ul>  |  |  |   |  |
| <b>Values:</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>● Responsibility: learners develop diligence as they research the three types of maps used in Social Studies and make summary notes.</li> <li>● Patriotism: learners develop loyalty as learners draw an outline map of Africa and indicate the countries that make up Africa.</li> <li>● Unity: learners demonstrate fairness as learners work in groups to brainstorm the position, shape and size of Africa.</li> </ul> |  |  |   |  |
| <b>Link to other learning Areas:</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>● Mathematics: as learners use longitudes to calculate time of different places in the world.</li> </ul>   |  |  |   |  |
| <b>Suggested Learning Resources:</b>  |  |  |   |  |
| print and electronic maps, globe, , plans, pictures, digital devices, approved textbooks and other printed resources, Internet sources, display boards, charts,   |  |  |   |  |

| Strand | Sub-Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------|---|--|---|---|
|        | <b>4.4 Earth and the Solar System</b><br><i>(4 lessons)</i> | By the end of the sub-strand, the learner should be able to:<br>a) sign terms related to Earth and solar system.<br>b) describe the origin of the earth,<br>c) explore the size, shape and position of the earth in the solar system,<br>d) examine the effects of rotation and revolution of the earth on human activities,<br>e) illustrate the internal structure of the earth in the solar system,<br>f) appreciate the effects of rotation and revolution of the earth on human activities. | <ul style="list-style-type: none"> <li>● Learner is guided to identify, fingerspell and sign the terms related to Earth and the Solar System. (<i>solar system, planets, rotation, revolution, crust, mantle core</i>)</li> <li>● Learners are guided in groups to share stories on the origin of the earth from their communities.</li> <li>● Learners are guided in pairs to use relevant print or electronic media to find theories explaining the origin of the earth (<i>the passing star theory and the Nebula theory</i>) and present the findings in class.</li> <li>● Learners are guided in pairs to observe an electronic or print image of the solar system, discuss the position shape and size of the earth and share with peers in class.</li> <li>● Learners are guided in groups to use print resources or digital devices to find out the size, shape and position of the earth in the solar system and make a class presentation.</li> <li>● Learner is guided to draw the solar system and indicate the position of the earth in the solar system and display for peer assessment.</li> <li>● Learner is guided to Model the solar system and show the position of the earth and display in class for peer assessment.</li> </ul> | <ol style="list-style-type: none"> <li>1. How did the earth come into being?</li> <li>2. Why is it important to understand the solar system?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>● Learners in groups are guided to watch a signed audio-visual clip/captioned audio visual clip on rotation and revolution of the earth and brainstorm the difference in class.</li> <li>● Learners are guided in pairs to carry out a library or online research on effects of rotation and revolution of the earth on human activities and make a class presentation on the findings.</li> <li>● Learners are guided in pairs to use available digital devices to search the internal structure of the earth.</li> <li>● Learners are guided in pairs to observe an electronic or print image of the solar system, discuss the position, shape and size of the earth and share with peers in class.</li> <li>● Learners are guided in groups to use print resources or digital devices to find out the size, shape and position of the earth in the solar system and make a class presentation.</li> <li>● Learner is guided to draw the solar system and indicate the position of the earth in the solar system and display for peer assessment.</li> <li>● Learner is guided to model the solar system and show the position of the earth and display in class.</li> <li>● Learners are guided in groups to watch a signed audio-visual clip/captioned audio visual clip on rotation and revolution of the earth and brainstorm the difference in class.</li> <li>● Learners are guided in pairs to carry out a library or online research on effects of</li> </ul> |  |
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|  |  |  | <p>rotation and revolution of the earth on human activities and make a class presentation on the findings.</p> <ul style="list-style-type: none"> <li>● Learners are guided in pairs to use available digital devices to search the internal structure of the earth and share in class.</li> <li>● Learner is guided to draw the internal structure of the earth and display it in class (<i>core, mantle and crust</i>).</li> <li>● Learners in groups are guided to develop communication messages on the effects of rotation and revolution of the earth on human activities.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners develop the skill of self-discipline as they work collaboratively in groups to carry out library research on effects of rotation and revolution of the earth on human activities.</li> <li>● Self-Efficacy: learners develop task management skill as they model the solar system and show the position of the earth.</li> </ul> |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Environmental Education: as learners examine the effects of rotation and revolution of the earth on human activities.</li> <li>● Social Cohesion: as learners share stories on the origin of the earth from their communities in groups.</li> </ul>   |  |  |   |  |
| <p><b>Values:</b><br/>Respect: learners demonstrate humility as they share stories on the origin of the earth.</p>   |  |  |   |  |
| <p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Integrated Science: as learners explain the origin, size, shape and position of the earth in the solar system.</li> <li>● Pre- Technical: learners apply computer skills as they use relevant digital resources to find out the theories explaining the origin of the earth.</li> </ul>   |  |  |   |  |
| <p><b>Suggested Learning Resources:</b></p> <p>approved textbooks and other print resources, photographs, digital devices pictures, models of the solar system, internet sources, captioned audio-visual clips on rotation and revolution, display boards,</p>   |  |  |   |  |



| Strand | Sub-Strand                          | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question (s)  |
|--------|-------------------------------------|--|---|---|
|        | <b>4.5. Weather</b><br>( 4 lessons) | By the end of the sub-strand, the learner should be able to:<br>a) sign terms and concepts related to weather,<br>b) describe the elements of weather in the environment,<br>c) site a weather station in the school compound,<br>d) construct selected instruments for measuring elements of weather,<br>e) examine the significance of weather to human environment,<br>f) respond appropriately to different weather conditions in the environment. | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms and concepts related to weather.(<br/><i>weather, temperature, humidity, barometer, hygrometer precipitation, atmospheric pressure,</i> )</li> <li>● Learners are guided in groups to sit in a circle to brainstorm on the elements of weather, fingerspell and sign them and share with other groups in class.</li> <li>● Learners are guided in pairs to use relevant print or captioned audio visual digital resources to research the elements of weather in the environment and write a report.</li> <li>● Learners are guided in pairs to sit facing each other and practice how to analyse and interpret data on weather conditions in the environment and make a presentation in class.</li> <li>● Learners are guided in groups to sit in a circle to record and calculate weather conditions in the local environment and write a report.</li> <li>● Learners are guided in groups to sit in a circle to discuss the factors considered when constructing and siting a weather station in the school compound.</li> <li>● Learner are guided to use locally available materials to construct selected instruments for</li> </ul> | <ol style="list-style-type: none"> <li>1. Why are elements of weather in the environment important?</li> <li>2. How can we predict change in weather conditions?</li> </ol> |

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|  |  |  | <p>measuring elements of weather (a <i>rain gauge/ wind vane/windsock</i>) and peer assess.</p> <ul style="list-style-type: none"> <li>• Learners are guided in groups to brainstorm on the significance of weather to the human environment and how to appropriately change to varied weather conditions.</li> <li>• Learners are guided in pairs to use relevant print or captioned audio visual digital resources to research for the significance of weather to the human environment and how to appropriately change to varied weather conditions.</li> <li>• Learners are guided to sing/sign and recite/sign songs and poems on the significance of weather to human environment and how to respond appropriately.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <p>Communication and Collaboration: learners enhance teamwork as they recognise the value of others' ideas as they brainstorm the significance of weather to the human environment.</p>   |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety and security: as learners acquire knowledge on weather elements and respond appropriately to different weather conditions.</li> <li>• Effective communication: as learners discuss the factors to consider when constructing and siting a weather station in the school compound.</li> </ul> |  |  |  |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners demonstrate determination as they construct and site a weather station in the school compound.</li> <li>• Respect: learners apply etiquette as they use locally available materials to construct selected instruments for measuring elements of weather.</li> </ul>  |  |  |  |  |
| <p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Mathematics: as learners record and calculate weather conditions in the local environment.</li> <li>• Creative Arts and Sports: as learners use locally available materials to construct selected instruments for measuring elements of weather.</li> </ul>   |  |  |  |  |
| <p><b>Suggested Learning Resources:</b></p> <p>local and extended environment, realia, electronic and print maps, photographs, pictures and, vetted digital devices, approved textbooks and other printed resources, display boards,</p>   |  |  |  |  |

| Strand | Sub-Strand                                    | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question (s)  |
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|        | <b>4.6 Field work</b><br><i>( 10 lessons)</i> | By the end of the sub-strand, the learner should be able to:<br>a) sign terms and concepts related to fieldwork,<br>b) examine methods of data collection used in field work,<br>c) use analysis methods to process data from the field work,<br>d) explore solutions to challenges in carrying out field work,<br>e) value field work in investigating phenomena. | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms and concepts related to fieldwork.</li> <li>● Learners are guided in pairs, to use print resources or digital devices to find out methods of data collection and recording in fieldwork and make a class presentation.</li> <li>● Learners are guided in pairs, to use digital devices to research on methods of data analysis and presentation in field work and present in class.</li> <li>● Learners are guided in groups, to sit in a circle to discuss challenges likely to be encountered during field work and possible solutions and write an essay.</li> <li>● Learners are guided in pairs, to use digital or print resources to research procedures of carrying out field work in research and share their findings.</li> <li>● Learners are guided in groups, to conduct a fieldwork to investigate phenomena in the immediate environment. <i>( pair learners who are deaf with learners who are hard of hearing, brief them before dispatching them to the field, ensure that learners are in the appropriate gear for the</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Why is field work important in social studies?</li> <li>2. How should we conduct field work?</li> </ol> |

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|   |  |  | <i>fieldwork and that they have a sign language interpreter)</i> |  |
| <b>Core Competencies to be developed:</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving: learners explore complex problems as they discuss in groups, challenges likely to be encountered during field work and possible solutions.</li> <li>● Communication and Collaboration: learners speak and sign clearly as they research methods of data analysis and presentation in field work.</li> </ul> |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b>  |  |  |  |  |
| Effective communication: as learners discuss in groups challenges likely to be encountered during field work and possible solutions.  |  |  |  |  |
| <b>Values:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>● Responsibility: learners demonstrate self-drive as they carry out fieldwork</li> <li>● Unity: learners apply non-discrimination as they discuss challenges likely to be encountered during field work.</li> </ul>  |  |  |  |  |
| <b>Link to other subjects:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>● English and Kenya Sign Language: learners apply the skill of effective communication as they discuss challenges likely to be encountered during field work and possible solutions.</li> </ul>  |  |  |  |  |
| <b>Suggested Learning Resources:</b>  |  |  |  |  |
| digital devices , charts, manila papers ,approved textbooks and other printed resources, internet sources, graph books,   |  |  |  |  |

| <b>Assessment Rubric</b> |  |  |  |   |   |   |   |
|--------------------------|--|--|--|---|---|---|---|
| <b>Indicator</b>         |  | <b>Level</b>   |  | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>  | <b>Approaches Expectation</b>   | <b>Below Expectation</b>  |
|                          |  |  |  | 1.  | Ability to sign terms related to natural and historic built environments.                               | Signs clearly and with correct movement, articulation and hand shape, terms related to natural and historic built environments. | Signs terms related to natural and historic built environments. |
| 2.                       | 1 Ability to identify sources of historical information in the society.                        | Identifies sources of historical information in the society with examples.                       | Identifies sources of historical information in the society.                           | Identifies the sources of historical information in the society partly.                           | Identifies the sources of historical information in the society with support.                           |   |   |
| 3.                       | 2 Ability to explore how the sources of historical information have been preserved in society. | Explores how the sources of historical information have been preserved in society with examples. | Explores how the sources of historical information have been preserved in the society. | Explores how the sources of historical information have been preserved in the society partially . | Explores the sources of historical information that have been preserved in the society with assistance. |   |   |
| 4.                       | Ability to explore crops grown and animals kept  | Explores crops grown and animals kept in selected  | Explores crops grown and animals kept in selected regions                              | Explores crops grown and animals kept in selected   | Explores crops grown and animals kept in selected regions   |   |   |

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|    | in selected regions during early agriculture.   | regions during early agriculture with examples.   | during early agriculture.   | regions during early agriculture partially .  | during early agriculture with assistance.   |
| 5. | Ability to illustrate methods of irrigation used in ancient Egypt.                            | Illustrates methods of irrigation used in ancient Egypt creatively.                               | Illustrates methods of irrigation used in ancient Egypt.                            | illustrates methods of irrigation used in ancient Egypt partly .                              | Illustrates methods of irrigation used in ancient Egypt with prompts.                               |
| 6. | Ability to explore crops grown and animals kept in selected regions during early agriculture. | Explores crops grown and animals kept in selected regions during early agriculture with examples. | Explores crops grown and animals kept in selected regions during early agriculture. | Explores crops grown and animals kept in selected regions during early agriculture partially. | Explores crops grown and animals kept in selected regions during early agriculture with assistance. |
| 7. | Ability to describe the position, shape, and size of Africa.                                  | Describes comprehensively the position, shape, and size of Africa.                                | Describes the position, shape, and size of Africa.                                  | Describes the position, shape, and size of Africa partially.                                  | Describes the position, shape, and size of Africa with prompts.                                     |
| 8. | Ability to use latitudes and longitudes to locate places and features on a map,               | Uses latitudes and longitudes to locate places and features on a map skilfully.                   | Uses latitudes and longitudes to locate places and features on a map                | Uses latitudes and longitudes to locate places and features on a map partly                   | Uses latitudes and longitudes to locate places and features on a map with support.                  |
| 9. | Ability to describe the origin, size, shape and position of the earth in the solar system     | Describes the origin, size, shape and position of the earth in the solar system with examples.    | Describes the origin, size, shape and position of the earth in the solar system     | Describes the origin, size, shape and position of the   | Describes the origin, size, shape and position of the earth   |

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|     |  |  |  | earth in the solar system partially  | in the solar system with support   |
| 10. | Ability to examine the significance of weather to the human environment.             | Examines the significance of weather to human environment with examples.                 | Examines the significance of weather to the human environment.             | Examines the significance of weather to human environment partially.             | Examines the significance of weather to human environment with assistance.                 |
| 11. | Ability to examine methods of data analysis and presentation to ease interpretation. | Examines methods of data analysis and presentation to ease interpretation with examples. | Examines methods of data analysis and presentation to ease interpretation. | Examines some methods of data analysis and presentation to ease interpretation.  | Examines methods of data analysis and presentation to ease interpretation with assistance. |
| 12. | Ability to illustrate the internal structure of the earth in the solar system.       | Illustrates the internal structure of the earth in the solar system creatively.          | Illustrates the internal structure of the earth in the solar system.       | Illustrates the internal structure of the earth in the solar system partly.      | Illustrates the internal structure of the earth in the solar system with guidance.         |
| 13. | Ability to construct selected instruments for measuring elements of weather.         | Constructs creatively selected instruments for measuring elements of weather.            | Constructs selected instruments for measuring elements of weather.         | Constructs the selected instruments for measuring elements of weather partially. | Constructs the selected instruments for measuring elements of weather with assistance.     |
| 14. | Ability to examine the significance of weather to the human environment.             | Examines the significance of weather to human environment with examples                  | Examines the significance of weather to the human environment.             | Examines the significance of weather to human environment partially              | Examines the significance of weather to human environment with assistance                  |

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| 15. | Ability to respond appropriately to different weather conditions in the environment. | Responds appropriately to different weather conditions in the environment always.        | Responds appropriately to different weather conditions in the environment. | Responds sometimes appropriately to different weather conditions in the environment. | Responds appropriately to different weather conditions in the environment with prompts.    |
| 16. | Ability to examine methods of data analysis and presentation to ease interpretation. | Examines methods of data analysis and presentation to ease interpretation with examples. | Examines methods of data analysis and presentation to ease interpretation. | Examines some methods of data analysis and presentation to ease interpretation.      | Examines methods of data analysis and presentation to ease interpretation with assistance. |
| 17. | Ability to explore challenges and solutions in carrying out field work.              | Explores challenges and solutions in carrying out field work systematically.             | Explores challenges and solutions in carrying out field work.              | Explores challenges and solutions in carrying out field work partially               | Explores challenges and solutions in carrying out field work with support.                 |
| 18. | Ability to develop self-esteem as they apply procedures of carrying out field work.  | Develops self-esteem as they apply procedures of carrying out field work comprehensively | Develops self-esteem as they apply procedures of carrying out field work.  | Develops self-esteem as they apply procedures of carrying out field work partially.  | Develops self-esteem as they apply procedures of carrying out field work with prompts      |



**STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE**

| Strand  | Sub-Stand  | Specific Learning Outcome  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|---|--|--|--|--|
| <p><b>5.0 Political Development and Governance (20 lessons)</b></p> | <p><b>5.1 5.1 Political Development in Africa ( 5 lessons)</b></p> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms and concepts related to political development in Africa up to 1900, explore roles of European groups in the ‘Scramble for and Partition’ of Africa,</p> <p>b) examine the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa,</p> <p>c) locate the regions of partition by the European groups that came to Africa.</p> <p>d) acknowledge the political organisation of the selected African communities up to 1900,</p> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms and concepts related to political development in Africa up to 1900.( <i>scramble, partition, berlin conference, )</i></li> <li>● Learners are guided in pairs, to conduct an online or library research on the political organisation of (<i>the Ogiek, the Zulu and the Asante</i>) up to 1900 and present their research in class.</li> <li>● Learners are guided in groups, to discuss the various European groups that came to Africa and present in class.</li> <li>● The learner is guided to use digital or print resources to get the meaning of the terms “Scramble for and Partition of Africa" and make presentations.</li> <li>● Learners are guided in pairs, to match the countries in Africa with their colonial masters write them on a chart and display for peer assessment</li> <li>● The learner is guided to draw the map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa and display them in class,</li> </ul> | <ol style="list-style-type: none"> <li>1. How African communities were politically organised before the coming of the Europeans?</li> <li>2. How did developments in Europe influence the scramble and partition of Africa?</li> </ol> |

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|   |  |  | <ul style="list-style-type: none"> <li>• The learner is guided to use digital or print resources to find out the terms of the Berlin conference of 1884-1885 and do a class presentation.</li> <li>• The learner is guided to create posters on the terms of the Berlin conference of 1884-1885 on the partitioning of Africa and display in class.</li> </ul> |  |
| <b>Core Competencies to be developed:</b>   |  |  |  |  |
| Citizenship: learners engage with other social cultural groups at the local, national, regional and global contexts as they study the selected African communities.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs)</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Cultural Awareness: as learners study the selected African communities and brainstorm the political organisation and social cultural issues.</li> <li>• Good governance: as learners brainstorm the political organisation and leadership of <i>the</i> selected communities.</li> </ul> |  |  |  |  |
| <b>Values:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Patriotism: as learners demonstrate citizenship as they match the countries in Africa with their colonial masters,</li> <li>• Responsibility: as learners apply excellence as they use posters and displays in class the terms of the Berlin conference of 1884-1885.</li> </ul>         |  |  |  |  |
| <b>Link to other subjects</b>   |  |  |  |  |
| Creative Arts: as the learner draws the map of Africa and indicates the areas taken up by the different European countries during the partition of Africa.  |  |  |  |  |
| <b>Suggested Learning Resources:</b>  |  |  |  |  |
| print and electronic media maps ,approved textbooks and other print resource , photographs, internet sources ,library resources, charts, journals, documentaries,   |  |  |  |  |

| Strand  | Sub-Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Questions   |
|---|---|--|--|---|
| <b>4.0 Political Development and Governance</b> | <b>5.2 The Constitution of Kenya</b><br>(4 Lessons) | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sign terms and concepts related to the constitution of Kenya,</li> <li>b) describe the importance of the Constitution of Kenya for mutual social wellbeing,</li> <li>c) analyse ways of upholding and protecting the Constitution of Kenya for social cohesion,</li> <li>d) apply the national values in day-to-day life as provided in the Constitution of Kenya for promotion of good governance,</li> <li>e) uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.</li> </ol> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms related to the constitution of Kenya. (<i>Constitution, preamble, promulgation</i>)</li> <li>● The learner is guided to use print resources or digital devices to research and write a report on the importance of the Constitution and share in class.</li> <li>● The learner is guided to watch a signed audio-visual clip on the promulgation of the Constitution of Kenya and discuss in class.</li> <li>● Learners are guided to design a sample constitution for the class and display it in class.</li> <li>● The learner is guided to write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya and present in class,</li> <li>● Learners are guided to discuss in groups ways of upholding and protecting the Constitution of Kenya and make a class presentation.</li> <li>● Learners are guided to compose, sing and sign sing songs on values enshrined in the Constitution.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why should a country have a constitution?</li> <li>2. Why should we uphold and protect the Constitution?</li> </ol> |

**Core Competencies to be developed:**

- Citizenship: learners develop social, cultural and awareness skills as they watch a signed audio visual clip on the promulgation of the 2010 Constitution of Kenya.
- Self-efficacy: learners develop effective communications skills as they compose, sign and sing a song on values enshrined in the Constitution.
- Digital Literacy: learners interact with digital technology as they use digital devices to conduct online research and write an essay on the importance of the Constitution and share in class.

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

- Social cohesion: as learners create a sample constitution for the class in groups and display in class.
- Good governance: as learners organise an open forum as a class to pass messages on public engagement and democratic representation to the community.

**Values:**

- Patriotism: learners demonstrate democracy as they watch a video on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution.
- Social justice: learners demonstrate freedom as they discuss in groups on ways of upholding and protecting the Constitution of Kenya.

**Link to other subjects:**

- English and Kenyan Sign Language: learners relate to language skills as they hold discussions, group activities, write essays, and create a class constitution.
- Creative Arts: as learners compose songs, write slogans and make presentations in class and community.

**Suggested Learning Resources:**

print and electronic media maps ,approved textbooks and other print resource , photographs, internet sources ,library resources, charts, journals,

| Strand  | Sub-Strand                          | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Questions   |
|---|-------------------------------------|---|--|---|
| <b>5.0 Political Development and Governance</b> | <b>5.3 Human Rights (4 lessons)</b> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sign terms and concepts related to human rights,</li> <li>b) classify human rights as stipulated in the human rights instruments,</li> <li>c) explore characteristics of human rights in society,</li> <li>d) explain the concept of equity and non-discrimination in fostering solidarity,</li> <li>e) take action to promote equity and non-discrimination for social justice,</li> <li>f) value human rights for promotion of human dignity.</li> </ol> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms related to human rights.</li> <li>● The learner is guided to create posters on the classification of human rights and display them in school.</li> <li>● The learner is guided to carry out an online or library research to find out categories of human rights and share with other groups in class.</li> <li>● The learner is guided to design a tree diagram to indicate characteristics of human rights and display in class,</li> <li>● Learners are guided in groups, to brainstorm on and journal issues of equity and non-discrimination and present in class.</li> <li>● Learners are guided in groups, to organise and participate in commemorating International Day for the Elimination of Racial Discrimination on 21<sup>st</sup> March.</li> <li>● The learner is guided to create posters on equity and non- discrimination and display them in school.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why is it important to know our rights?</li> <li>2. How can we promote equity and non-discrimination in society?</li> <li>3. How can we promote respect for human rights in our community?</li> </ol> |

**Core Competencies to be developed:**

- Citizenship: learners develop active community life skills as they examine social justice issues in local, national, regional and global contexts as they participate in commemorating the International Day for the Elimination of Racial Discrimination.
- Creativity and Imagination: learners make connections as they undertake group activities and exchange new ideas that inspire creative thinking as they create posters on the classification of human rights.

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

- Citizenship; Human rights and responsibilities; as learners brainstorm on issues of equity and non- discrimination.
- Social Cohesion as learners organise and participate in commemorating International Day for the Elimination of Racial Discrimination on 21<sup>st</sup> March.
- Good Governance: as learners develop posters on equity and non- discrimination and display them in school

**Values:**

- Social justice: learners demonstrate responsibility as they develop posters on equity and non-discrimination.
- Unity: learners demonstrate cooperation as they create posters on the classification and use a tree diagram to indicate characteristics of human rights

**Link to other Subjects:**

- English and Kenya sign Language: as learners identify, fingerspell and sign terms related to human rights.
- Creative arts: as learners design a tree diagram to indicate characteristics of human rights and create posters on equity and non-discrimination.

**Suggested Learning Resources:**

print resources, digital devices, posters, approved textbooks, charts,

| Strand  | Sub-Strand                               | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Questions  |
|---|--|--|---|--|
| <b>5.0 Political Development and Governance</b> | <b>5.4 African Diasporas (4 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) sign terms related to African diaspora,</li> <li>b) explore the factors that contributed to the presence of African diasporas across the world,</li> <li>c) locate countries inhabited by African diasporas by 1960 on a world map,</li> <li>d) assess the role of the diasporas in the political development in Africa,</li> <li>e) acknowledge the African diasporas and promotion of African unity in society today.</li> </ul> | <ul style="list-style-type: none"> <li>● The learner is guided to identify, fingerspell and sign terms related to African diaspora.</li> <li>● In groups, learners are guided to discuss using signs, concept of African diasporas with the aid of print or internet resources,</li> <li>● In groups, learners are guided to use library resources to research on the factors that contributed to the presence of African diasporas across the world and share findings in class,</li> <li>● In pairs, learners are guided to use print or digital resources to indicate on the world map countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>) and present in class,</li> <li>● In pairs, learners are guided to watch a signed audio visual clip on the role of diaspora in the political development in Africa and discuss as class.</li> <li>● In groups, learners are guided to debate on the role of the diasporas in the political development in Africa,</li> <li>● In pairs, learners are guided to develop simple slogans on the African Diasporas and promotion of African unity in society today.</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we promote collaboration between continental Africans and African Diasporas?</li> <li>2. How can we promote African Unity in the society today?</li> </ol> |

**Core Competencies to be developed:**

Learning to learn: learners develop self-discipline as learners conduct a library research on the factors that contributed to the movement of African Diasporas to various parts of the world and share findings in class.

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

- Creative Thinking: is promoted as learners in groups, use print or digital resources to indicate on the world map countries inhabited by African Diasporas.
- Social Cohesion: is enhanced as learners debate on the role of diaspora in the political development in Africa.

**Values:**

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

**Link to other subjects:**

- English and Kenya Sign Language: as learners identify, fingerspell and sign terms related to African diaspora.
- Creative arts: Learners develop simple slogans on the African Diasporas and promotion of African unity in society today.

**Suggested Learning Resources:**

digital resources, print resources, approved textbooks, charts, manilas, map, the globe



| Strand  | Sub-Strand                             | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Questions  |
|---|--|--|---|--|
| <b>5.0 Political Development and Governance</b> | <b>5.5 Citizenship</b><br>( 4 lessons) | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sign terms related to citizenship,</li> <li>b) explain why there is interconnectedness and interdependence among countries in the world today,</li> <li>c) examine effects of globalisation a national and global levels,</li> <li>d) describe qualities of a global citizen in the modern society,</li> <li>a) locate the regions of partition by the European groups that came to Africa,</li> <li>e) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya.</li> </ol> | <ul style="list-style-type: none"> <li>● The learners is guided to fingerspell and sign terms related to citizenship.</li> <li>● Learners are guided in groups, to discuss using signs the interconnectedness and interdependence among countries in the world today.</li> <li>● The learner is guided to sign read through and sign read news articles in newspapers or use appropriate media to find out aspects that promote globalisation in the community and share the information in class.</li> <li>● Learners are guided to debate on positive and negative effects of globalisation at local and national levels.</li> <li>● Learners are guided to brainstorm on the qualities of a global citizen in the modern society and share in class.</li> <li>● Learners are guided in pairs, to use print or digital resources to research for qualities of a global citizen and write them down,</li> <li>● The learner is guided to design a tree diagram and indicate qualities of a global citizen,</li> <li>● Learners are guided to sing and sign sing the National Anthem, East Africa Anthem and African Union Anthem.</li> </ul> | <ol style="list-style-type: none"> <li>1. How do countries connect and depend on each other in the world today?</li> <li>2. Which are the common concerns in the world today?</li> </ol> |

**Core Competencies to be developed:**

- Citizenship: learners explore global trends and their interconnectedness with local communities as they discuss the interconnectedness and interdependence among countries
- Learning to Learn: learners build on their own learning experiences as they go through and read news articles in newspapers which promote globalisation in the community.

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

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

**Values:**

Love: learners demonstrate selflessness as they go through and read news articles in newspapers aspects which promote globalisation in the community.

**Link to other subjects:**

Creative arts: as learners sing and sign sing the National, East Africa and African Union anthems.

**Suggested Learning Resources:**

library resources, digital devices, approved textbooks, charts,

| <b>Assessment Rubric</b>  |  |  |   |  |
|---|--|--|---|--|
| <b>Level</b><br><b>Indicator</b>  | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>   | <b>Below Expectation</b>   |
| 1. Ability to examine the political organisation of the selected African communities up to 1900.      | Examines the political organisation of the selected African communities up to 1900 exhaustively          | Examines the political organisation of the selected African communities up to 1900.      | Examines the political organisation of the selected African communities up to 1900 partially.   | Examines the political organisation of the selected African communities up to 1900 with guidance.  |
| 2. Ability to examine the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.    | Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa and gives examples. | Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.    | Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa partly.    | Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa with support. |
| 1. Ability to discuss the importance of the Constitution of Kenya for social wellbeing.               | Discusses the importance of the Constitution of Kenya for social wellbeing with examples.                | Discusses the importance of the Constitution of Kenya for social wellbeing.              | Discusses the importance of the Constitution of Kenya for social wellbeing partially            | Discusses the importance of the Constitution of Kenya for social wellbeing with assistance.        |
| 2. Ability to analyse ways of upholding and protecting the Constitution of Kenya for social cohesion. | Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion with examples.   | Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion. | Analyses ways upholding and protecting the Constitution of Kenya for social cohesion partially. | Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion with aid.  |

|   |   |   |   |   |
|---|---|---|---|---|
| 3. Ability to explore the characteristics of Human Rights as practised for preservation of life.          | Explores the characteristics of Human Rights as practised for preservation of life exhaustively.              | Explores the characteristics of Human Rights as practised for preservation of life.           | Explores some characteristics of Human Rights as practised for preservation of life.                  | Explores some characteristics of Human Rights as practised for preservation of life with assistance.      |
| 4. Ability to explain the concept of equity and non-discrimination in fostering solidarity.               | Explains the concept of equity and non-discrimination in fostering solidarity elaborately .                   | Explains the concept of equity and non-discrimination in fostering solidarity.                | Explains one of the concept of equity and non-discrimination in fostering solidarity partially        | Explains the concept of equity and non-discrimination in fostering solidarity with support.               |
| 5. Ability to explore the factors that contributed to the presence of African diasporas across the world. | Explores the factors which contributed to the presence of African diasporas across the world comprehensively. | Explores the factors which contributed to the presence of African diasporas across the world. | Explores some of the factors which contributed to the presence of African diasporas across the world. | Explores the factors that contributed to the presence of African diasporas across the world with prompts. |
| 8 Ability to assess the role of the diaspora in the political development in Africa.                      | Assesses the role of the diaspora in the political development in Africa exhaustively.                        | Assesses the role of the diaspora in the political development in Africa.                     | Assesses the role of the diaspora in the political development in Africa partially.                   | Assesses the role of the diaspora in the political development in Africa with guidance.                   |
| 9.Ability to explain the interconnectedness and interdependence of different countries.                   | Explains the interconnectedness and interdependence of different countries with examples.                     | Explains the interconnectedness and interdependence of different countries.                   | Explains interconnectedness and interdependence of different countries partially.                     | Explains the interconnectedness and interdependence of different countries with support.                  |
| 10. Ability to describe qualities of a global citizen in modern society.                                  | Describes qualities of a global citizen in modern society with examples.                                      | Describes qualities of a global citizen in modern society.                                    | Describes some qualities of a global citizen in modern society.                                       | Describes qualities of a global citizen in modern society with assistance.                                |

**APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

| <b>Strand</b>                                | <b>Sub-Strand</b>                                   | <b>Suggested assessment methods</b>  | <b>Suggested Learning Resources</b>   | <b>Non-formal activities</b>                                     |
|--|---|--|---|--|
| 1.0. Social Studies and Personal development | 1.1 Career Choices                                  | <ul style="list-style-type: none"> <li>a) Oral / signed questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul> | <ul style="list-style-type: none"> <li>● Flip charts/manila papers.</li> <li>● Digital resources.</li> <li>● Approved textbooks and other printed resources.</li> </ul> | <ul style="list-style-type: none"> <li>● Career talks</li> </ul> |
|  | 1.2 Entrepreneurial Opportunities in Social Studies | <ul style="list-style-type: none"> <li>a) Oral / signed questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul> | <ul style="list-style-type: none"> <li>● Flip charts/manila papers.</li> <li>● Digital resources.</li> <li>● Approved textbooks and other printed resources.</li> </ul> | <ul style="list-style-type: none"> <li>● Career talks</li> </ul> |

|  |   |  |  |   |
|--|---|--|--|---|
| 2.0 People, Population and Relationships | 2.1. Human origin                           | <ul style="list-style-type: none"> <li>a) Oral/ signed questions.</li> <li>b) Written tests.</li> <li>c) Project work.</li> <li>d) Observation.</li> </ul> | <ul style="list-style-type: none"> <li>● Resource persons.</li> <li>● Maps.</li> <li>● Digital resources.</li> <li>● Approved textbooks and other printed resources.</li> </ul>    | <ul style="list-style-type: none"> <li>● Visit museum/historical sites to view artifacts and casts of human origins.</li> </ul> |
|  | 2. 2 Early Civilization                     | <ul style="list-style-type: none"> <li>a) Oral / signed questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul>                         | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Map of Africa.</li> <li>● Marker pens</li> <li>● Approved textbooks and other printed resources.</li> </ul> | <ul style="list-style-type: none"> <li>● Drawing and displaying charts on migration routes.</li> </ul>                          |
|  | 2.3 Slavery and Servitude                   | <ul style="list-style-type: none"> <li>a) Oral / signed questions.</li> <li>b) Written tests.</li> <li>c) Portfolio</li> <li>d) Project.</li> </ul>        | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Flip charts/manila papers.</li> <li>● Maps.</li> <li>● Approved text books.</li> </ul>                      | <ul style="list-style-type: none"> <li>● Debate in clubs on evils of slavery and servitude and ways of curbing them.</li> </ul> |
|  | 2.4 Socio-economic organization of selected | <ul style="list-style-type: none"> <li>a) Oral / signed questions.</li> <li>b) Observations.</li> </ul>  | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Approved text books and other printed resources.</li> </ul>   |   |

|  |   |   |   |  |
|--|---|---|---|--|
|  | communities in Africa up to 1900                | c) Written tests.   | <ul style="list-style-type: none"> <li>● Museums/Artefacts.</li> <li>● Resource person.</li> </ul>  |  |
|  | 2.5 Origin of money                             | a) Oral / signed questions.<br>b) Written tests.<br>c) Portfolio                      | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Approved text books and other printed resources.</li> </ul>  | <ul style="list-style-type: none"> <li>● Debate in clubs</li> </ul>                                    |
|  | 2.6 Human Diversity and Inclusion               | a) Oral / signed questions.<br>b) Observation.<br>c) Written tests.<br>d) Checklists. | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Flip charts/Manilla papers.</li> <li>● Approved text books and other printed resources.</li> </ul> | <ul style="list-style-type: none"> <li>● Conducting a civic dialogue with community members</li> </ul> |
|  | 2.7 Peace and Non – Violent Conflict Resolution | a) Oral / signed questions.<br>b) Written tests.<br>c) Portfolio.<br>d) Project.      | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Flip charts/manila papers.</li> <li>● Approved text books.</li> </ul>                              | <ul style="list-style-type: none"> <li>● Develop slogans on inner peace.</li> </ul>                    |

|   |  |   |  |   |
|---|--|---|--|---|
| <b>4.0 Natural and historic build environment in Africa</b> | <b>4.1 Historical Information</b>                | <p>a) Oral/ signed Questions.</p> <p>b) Teacher made tests.</p> <p>c) Observation.</p> <p>d) Project Work.</p> <p>e) Anecdotal records.</p> | <ul style="list-style-type: none"> <li>● Photographs, pictures and paintings.</li> <li>● Vetted digital resources, educational computer games.</li> <li>● Approved textbooks and other printed resources.</li> <li>● Museum, Monuments,</li> </ul> | <ul style="list-style-type: none"> <li>● Conducting library research on the sources of historical information.</li> </ul> |
|   | <b>4.2 Historical development of Agriculture</b> | <p>a) Checklist.</p> <p>b) Project.</p> <p>c) Written tests.</p> <p>d) Oral questions.</p> <p>e) Aural questions</p>                        | <ul style="list-style-type: none"> <li>● Chart</li> <li>● Maps.</li> <li>● Photographs.</li> <li>● Internet.</li> </ul>  | <ul style="list-style-type: none"> <li>● Reciting a poem on promotion of Agriculture in Africa.</li> </ul>                |
|   | <b>4.3 Maps and Map work</b>                     | <p>a) Oral/ signed Questions.</p>   | <ul style="list-style-type: none"> <li>● Realia.</li> <li>● Maps/Globe.</li> </ul>   | <ul style="list-style-type: none"> <li>● Drawing a sketch map of the school compound.</li> </ul>                          |



|  |                                |   |   |   |
|--|--------------------------------|---|---|---|
|  |                                | <ul style="list-style-type: none"> <li>b) Teacher made tests.</li> <li>c) Observation.</li> <li>d) Anecdotal Records.</li> </ul>                          | <ul style="list-style-type: none"> <li>● Approved textbooks and other printed resources.</li> <li>● TV/video/films/slides/ Display boards.</li> </ul>   |   |
|  | 4.4 Earth and the Solar System | <ul style="list-style-type: none"> <li>● Oral / signed Questions.</li> <li>● Teacher made tests.</li> <li>● Observation.</li> <li>● Portfolio.</li> </ul> | <ul style="list-style-type: none"> <li>● Maps/globe.</li> <li>● Photographs, pictures and paintings.</li> <li>● Internet sources.</li> <li>● Approved textbooks and other printed resources.</li> </ul>                               | <ul style="list-style-type: none"> <li>● Making a model of the internal structure of the earth.</li> </ul>  |
|  | 4.5 Weather                    | <ul style="list-style-type: none"> <li>● Oral / signed Questions</li> <li>● Teacher made tests.</li> <li>● Observation</li> <li>● Portfolio.</li> </ul>   | <ul style="list-style-type: none"> <li>● Maps.</li> <li>● Photographs, pictures and paintings.</li> <li>● Vetted digital resources, educational computer games.</li> <li>● Approved textbooks and other printed resources.</li> </ul> | <ul style="list-style-type: none"> <li>● Working in groups to construct a weather instrument of their choice using the available local materials and display in class.</li> </ul> |

|   |   |   |  |  |
|---|---|---|--|--|
|   | 4.6. Field Work   | <p>a) Oral/ signed questions.</p> <p>b) Written tests.</p> <p>c) Portfolio.</p> <p>d) Project.</p>          | <ul style="list-style-type: none"> <li>● Digital resources.</li> <li>● Flip charts/Manilla papers.</li> <li>● Approved text books and other printed resources.</li> </ul>                      | <ul style="list-style-type: none"> <li>● Engage a resource person to discuss methods of data collection and recording during field work.</li> </ul>                  |
| <b>5.0 Political Development and Governance</b> | 5.1 Political Development in Africa up to 1900<br><i>(The Ogiek, the Zulu and the Asante)</i> | <p>a) Oral / signed questions.</p> <p>b) Observations.</p> <p>c) Written tests.</p> <p>d) Project work.</p> | <ul style="list-style-type: none"> <li>● Maps.</li> <li>● Approved text books and other printed resources.</li> <li>● Photographs.</li> <li>● Internet.</li> </ul>                             | <ul style="list-style-type: none"> <li>● Composing poems</li> <li>● Visiting a local museum</li> </ul>   |
|   | 5.2 The Constitution of Kenya   | <p>a) Oral / signed questions.</p> <p>b) Observations.</p> <p>c) Written tests.</p> <p>d) Journaling.</p>   | <ul style="list-style-type: none"> <li>● Internet resources.</li> <li>● Approved text books and other printed resources.</li> <li>● The Constitution of Kenya.</li> <li>● TV/Video.</li> </ul> | <ul style="list-style-type: none"> <li>● Conducting library research and writing journals on selected chapters of the constitution and share with family.</li> </ul> |

|  |                      |   |  |   |
|--|----------------------|---|--|---|
|  | 5.3 Human Rights     | <p>a) Oral/ signed questions.</p> <p>b) Observations.</p> <p>c) Written tests.</p>  | <ul style="list-style-type: none"> <li>● Posters.</li> <li>● Flip charts/ Manilla papers.</li> <li>● Resource person.</li> <li>● Approved text books and other printed resources.</li> <li>● The Constitution of Kenya.</li> </ul> | <ul style="list-style-type: none"> <li>● Developing messages on protection of human rights.</li> <li>● Conducting debates during club meetings</li> <li>● Organise a symposium</li> </ul> |
|  | 5.4 African Diaspora | <p>a) Oral / signed questions.</p> <p>b) Observations.</p> <p>c) Written tests.</p> | <ul style="list-style-type: none"> <li>● Internet.</li> <li>● Flip charts/Manilla papers.</li> <li>● Masking tapes, marker pens/pencils.</li> <li>● Approved text books and other printed resources.</li> </ul>                    | <ul style="list-style-type: none"> <li>● Organise a symposium <ul style="list-style-type: none"> <li>● Composing songs</li> </ul> </li> </ul>   |
|  | 5.5 Citizenship      | <p>a) Oral/ signed questions.</p> <p>b) Observations.</p> <p>c) Written tests.</p>  | <ul style="list-style-type: none"> <li>● Internet.</li> <li>● Flip charts/Manilla papers.</li> <li>● Approved text books and other printed resources</li> </ul>  | <ul style="list-style-type: none"> <li>● Composing poems</li> <li>● Preparing scrap books</li> </ul>  |

## **APPENDEIX II Guidelines for Community Service Learning for Grade 7**

### **Introduction**

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

| Milestone   | Description  |
|-------------|--|
| Milestone 1 | <p><b>Problem Identification</b><br/>Learners study their community to understand the challenges faced and their effects on community members.</p>   |
| Milestone 2 | <p><b>Designing a solution</b><br/>Learners create an intervention to address the challenge identified.</p>  |
| Milestone 3 | <p><b>Planning for the Project</b><br/>Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>  |
| Milestone 4 | <p><b>Implementation</b><br/>The learners execute the project and keep evidence of work done.</p>  |
| Milestone 5 | <p>Showcasing /Exhibition and Report Writing<br/>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>                                    |
| Milestone 6 | <p><b>Reflection</b><br/>Learners review all project work to learn from the challenges faced.<br/>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p> |

### **Assessment of CSL integrated Activity**

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