REPUBLIC OF KENYA
MINISTRY OF EDUCATION

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 4

FOR LEARNERS WITH HEARING IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade four curriculum designs build on competencies attained by learners at Grade *three. (Provide the focus of learning for the level)* Pre literacy. Pre numeracy and Social skills. Basic literacy, numeracy and interaction with the environment, Exploration, making informed decision on pathways based on careers, beginning of specialization as well as preparation for tertiary education further, they provide 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.

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 four is the first grade of the upper primary in the reformed education structure. Grade twelve marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Grade four curriculum furthers implementation of the CBC from Grade three in lower primary School. 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 four curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs 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 four and prepare them for smooth transition to grade five. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade four curriculum designs were developed 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,

We 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 of the Grade four curriculum designs. In relation to this, we 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 these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade four and preparation of learners for transition to grade 5.

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TABLE OF CONTENT

NATIONAL GOALS OF EDUCATION

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

   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious coexistence.

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

   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**

   Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**

   Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**

   Education should provide the learner with the necessary competencies for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**

   Education should provide opportunities for the learner to develop to the fullest potential. This includes the development of one's interests, talents and character for a positive contribution to society.

4 Promote sound moral and religious values

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

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

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

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

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

LESSON ALLOCATION FOR UPPER PRIMARY (GRADES 4, 5 & 6)

S/No.	Learning Area	No. of Lessons
1	English for Learners with Hearing Impairment	5
2	Kiswahili for Learners with Hearing Impairment	4
3	Mathematics for Learners with Hearing Impairment	5
4	Religious Education	3
5	Science & Technology for Learners with Hearing Impairment	4
6.	Agriculture & Nutrition for Learners with Hearing Impairment	4
7.	Social Studies for Learners with Hearing Impairment	3
8	Creative Arts for Learners with Hearing Impairment	6
9.	Pastoral/ Religious Instruction Programme	1
	Total	35

Note: Sign Language skills or Kenyan Sign Language for learners with Hearing Impairment to be implemented as Non formal (Co-Curricular) Programmes.

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life
c) Demonstrate social skills, moral and religious values for positive contribution to society
d) Develop one's interests and talents for personal fulfilment
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
g)   Acquire digital literacy skills for learning and enjoyment.
h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

 The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning, and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education, and Sociology. Selected concepts from other disciplines such as Agriculture, Science, and Psychology are also incorporated. The Social Studies Pedagogy is essentially inquiry-based. The pedagogy encourages the learner to ask critical questions, carry out investigations, and make conclusions on different topics. Consequently, the teacher should use authentic age-appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating, and enjoyable to the learner.

Further, this design has been adapted to support learners who are Deaf and those who are Hard of Hearing. The adaptations include

suggestions for provision of sign interpretation, use of digital devices with assistive technology, use of visual aids such as charts, maps , sign picture cards and diagrams, use of hands-on activities, guided demonstrations, purposeful pairing, use of adapted learning resources and adapted assessment methods. For these learners to learn effectively, it is important that learning be experiential. Learning should also be linked to real life situations so as to demystify the abstract concepts and to make learning authentic. The teacher is further advised to guide the learners to acquire sufficient sign vocabularies related Social Studies, pair learners who are Deaf with learners who are hard of hearing during group activities which involve sound, for peer support and mentorship and give clear signed instructions before the learners engage in the activities such as practical activities and field excursions.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of upper primary, the learner should be able to:

1. Explore the environment for learning and enjoyment.
2. Demonstrate desirable values, attitudes, and practices for sustainable social interactions.
3. Develop appropriate organisational, practical and technological competencies for problem solving.
4. Understand and appreciate Human Rights and civic responsibility for attainment of social justice.
5. Respect and appreciate cultural and human diversity to promote cohesion and integration.
6. Apply acquired competencies in solving environmental challenges for sustainable development.
7. Understand the System of Governance in Kenya and be willing to participate in its processes.
8. Participate in Community Service Learning to manage pertinent and contemporary issues in society effectively.

STRAND 1.0: NATURAL AND BUILT ENVIRONMENTS

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Natural And Built Environments	1.1 Compass Direction (6 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to the Compass direction, b) identify the four cardinal points of a compass, c) use the four cardinal points to give directions on a map, d) appreciate the use of four cardinal points in everyday life.	• The learner is guided to identify, fingerspell, and sign terms related to compass direction. (compass direction, north, east, south, west) • Learners are guided in small groups, to brainstorm on the four cardinal points. • The learner is guided to draw the compass direction, label the four cardinal points, and display them in class for peer assessment. • Learners are guided to practice giving directions to places using the four cardinal points. (The teacher to demonstrate giving direction and allow learners to practice in groups) • Learners are guided in pairs to take turns playing computer games on the compass direction for enjoyment. • Learners are guided in groups to use the four compass points to show directions on the interactive map to enrich their mapping skills.	1. How can we show the direction of places? 2. Why is the direction of places important?

Core Competencies to be developed:
- Digital Literacy: interaction with digital technology, as the learners play computer games on compass direction for enjoyment and accomplishment of tasks
- Learning to learn: learners develop relationships as they share resources and practice in groups giving directions of places using the four cardinal points.
- Creativity and imagination: originality is developed as learners draw the compass direction and label the four cardinal points.

Values:
- Unity: learners cooperate as they practice in groups giving directions of places using the four cardinal points
- Respect: learners show patience as they play in turns computer games on compass direction for enjoyment

Pertinent and Contemporary issues (PCIs) :
- Leadership: learners practice in groups giving directions of places using the four cardinal points
- Creative thinking: learners participate in creative games as they play in turns computer games on compass direction for enjoyment

Links to other Learning Areas:

Creative Arts: learners apply drawing skills acquired in creative art to draw and label the four cardinal points

Suggested Learning Resources:

print and electronic maps, print sketch maps, compass, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Natural and Built Environments	**1.2 Location and Size of the County** (5 lessons)	By the end of the sub-strand, the learner should be able to: a) sign words related location and size of the county, b) identify sub-counties in the counties, c) locate the county in relation to neighbouring counties, d) estimate the size of the county in relation to neighbouring counties, e) acknowledge the location and size of the county.	● Learners are guided in groups, to identify, fingerspell and sign words related to the location and size of the county (county, different counties in the country). ● Learners are guided in small groups, to identify, fingerspell and sign sub-counties in their counties. ● Learners are guided in groups, to brainstorm on and identify their counties and the neighbouring counties. ● Learners are guided in groups, to use relevant print or electronic maps of the different counties in the country to identify the location of the County in relation to neighbouring counties (the teacher to demonstrate to the learners and allow learners to practice). ● Learners are guided in groups to use print or electronic maps and discuss the size of the county in relation to the neighbouring counties. (Guide learners to adopt a sitting arrangement that	1. Why is it important to learn the size and location of a county? 2. How can you determine the location of a county in relation to its neighbours?

| | | | will enable them observe each other clearly as they discuss) |
| | | | ● Learners are guided in groups, to play computer games on the location of the county in relation to neighbouring counties. |

Core Competencies to be developed:
- Digital Literacy: learners develop digital technology skills as they use digital devices while playing games on the location of the county in relation to the neighbouring counties.
- Communication and Collaboration: learners develop teamwork as they contribute in group discussions on the size of the county in relation to the neighbouring counties.

Values:
- Responsibility: learners develop self-drive as they engage in assigned roles and duties as they discuss in groups the size of the county in relation to the neighbouring counties
- Integrity: learners exhibit fairness as they play in turns computer games on compass direction for enjoyment

Pertinent and Contemporary Issues (PCIs):
- Decision Making and Problem-Solving: learners play creative games and compete as they locate the county in relation to the neighbouring counties
- Effective Communication: learners discuss in groups the size of the county in relation to the neighbouring counties.

Links to other Learning Areas:
- Creative Arts: learners apply drawing skills learned in creative art to sketch, colour, and display the map of the county in class.
- English, Kenya Sign Language: learners apply discussion skills to discuss in groups the size of the county in relation to the neighbouring counties

Suggested Learning Resources
print and electronic maps, KSL Dictionary, approved textbooks, digital resources,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Natural and Built Environments	**1.3 Physical Features in the County** (5 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to the main physical features in the county, b) identify the main physical features in the County, c) state the importance of the main physical features in the County, d) illustrate the main physical features in the County, e) appreciate the main physical features in the county.	● Learners are guided to identify, fingerspell, and sign words related to the main physical features in the county (mountains, hills, rivers, lakes, oceans, valleys, and plains,) ● Learners are guided in pairs to use print or digital devices to search for the main physical features in the county. ● The learner is guided to draw and colour the main physical features in the county, and display in class for peer assessment. ● Learners are guided to model some of the main physical features in the county and display in class for peer assessment. ● Learners are guided in groups to use digital resources to download pictures of the main physical features in the county and put them in the portfolio. ● Learners are guided in groups, to discuss the importance of the main physical features in the county and share the discussion points in class. (guide the learners to sit in a position where they can see each other signing clearly)	1. Why are physical features important for a County? 2. How can you identify the physical features in the county?

| | | | ● Learners are guided to find out from parents or guardians how to conserve the main physical features in the county and share their findings. | |

Core Competencies to be developed:
- Digital Literacy: learners develop creating with technology as they create some images using digital resources as they sketch the main physical features in the county
- Creativity and imagination: learners explore while undertaking tasks as they discuss in groups the importance of the main physical features in the county and share the discussion points in class

Values:
- Social Justice: learners foster fairness as they accord each other equal opportunities in sharing responsibilities, discuss in groups the importance of the main physical features in the county, and share the discussion points in class
- Love: learners portray a caring attitude as they use digital resources to draw or take photographs of the main physical features in the county,

Pertinent and Contemporary Issues (PCIs):
- Self-Awareness: learners appreciate others' uniqueness as they model some of the main physical features in the county,
- Citizenship: learners engage effectively with others as they display pictures or models of the main physical features in the county in class,

Links to other Learning Areas:
- English and Kenya Sign Language: learners apply discussion skills learned in English as they discuss in groups the importance of the main physical features in the county and share the discussion points in class,

Suggested Learning Resources

print or digital devices, drawing materials, modelling materials, pictures, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Natural and Built Environments	1.4 **Seasons in the County** - *Hot,* - *cold,* - *dry* - *rainy* (4 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to seasons experienced in the county, b) identify the four seasons experienced in the county, c) explain how the four seasons influence human activities in the county, d) model weather charts of seasons in the county, e) appreciate the different seasons experienced in the county.	● The learner is guided to identify, fingerspell and sign seasons experienced in the county (Hot, cold, dry and rainy season). ● Learners are guided in small groups, to use digital or print resources to search seasons experienced in the County. ● Learners are guided to sing/sign-sing songs about seasons experienced in the County. ● Learners are guided to brainstorm on the different human activities that happen in different seasons and share in class. ● Learners are guided to observe and record in charts human activities associated with different seasons. ● Learners are guided in groups, to discuss how different seasons affect human activities in the county	1. How do seasons influence human activities in the county? 2. How important are the seasons in a county?

			and share in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign)	

Core Competencies to be developed:
- Learning to learn: learners develop relationships as they work collaboratively in groups discussing how different seasons affect human activities in the county and sharing the discussion points in class.
- Digital Literacy: learners interact with technology as they use digital resources to identify seasons experienced in the county (Hot, cold, dry, and rainy season).

Values:
- Respect: learners enhance the skill of acceptance as they appreciate diverse opinions as they brainstorm in groups about seasons experienced in the County.
- Unity: learners enhance the skill of cooperation as they strive to achieve a common goal as they observe and record in charts human activities associated with different seasons.

Pertinent and Contemporary Issues (PCIs) :
- Safety and security: learners will know to take safety precautions as they use print to digital resources to identify seasons experienced in the county (Hot, cold, dry, and rainy seasons)
- Citizenship: learners engage effectively with others as they sing songs about seasons experienced in the County

Links to other Learning Areas:
- Creative Arts: learners sing and sign sing songs about seasons experienced in the County
- Science and Technology: learners find out from parents or guardians how to conserve the main physical features in the county and share

Suggested Learning Resources
 digital and print devices, songs, charts, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Natural and Built Environments	**1.5 Historic built environments in the County** - *Museums,* - *monuments,* - *Cultural centres* (5 lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to historic built environments in the county, b) identify the main historic built environments in the County, c) explain the importance of the main historic built environments in the County, d) participate in conservation activities of the historic built environments within the county, e) appreciate historic built environments in the County.	● The learner is guided to identify fingerspell and sign the main historic built environments in the county (Museums, monuments, Cultural centres). ● Learners are guided in pairs, to brainstorm and share the main historic built environments in the County (Museums, monuments, Cultural centres). ● Learners are guided in groups to use print or digital resources to search for historic built environments in the county. ● Learners are guided to engage the resource person to discuss the importance of the historic built environments in the	1. How can we care for the historic built environments in our County? 2. Why is caring for the historic built environment in the county important?

			county and journal. ● Learners are guided in groups, to visit some of the historic built environments within the locality and find how those historic built environments are cared for. (Pair learners who are deaf with those who are hard of hearing and guide them to prepare a written questionnaire. Ensure the learners have a guide and a sign language interpreter during the site visit). ● Learners are guided to create a picture booklet on the historic built environment and display for further learning. ● Learners are guided to participate in caring for historic built environments within the locality as service learning (collecting litter, sweeping).	

Core Competencies to be developed:
- Creativity and imagination: learners develop the skill of decision-making as they make thoughtful choices as they create a picture booklet on the historic built environment
- Learning to Learn: learners develop relationships as they engage the resource person in discussing the importance of the historic built environment in the county

Values:
- Love: learners portray a caring attitude as they participate in caring for historic built environments within the locality as service learning. (, collecting litter, sweeping)
- Respect: learners enhance the skill of acceptance as they understand and appreciate the resource person as they discuss the importance of the historic built environment in the county

Pertinent and Contemporary Issues (PCIs) :
- Assertiveness: learners speak and sign clearly and air views firmly as they engage the resource person to discuss the importance of the historic built environment in the county
- Decision Making: learners respect others' views and feelings as they visit some of the historic built environments within the locality (*take* photographs, audio tape conversations on the environments, or take notes).

Links to other Learning Areas:
- Creative Arts: learners create a picture booklet on the historic built environment
- Religious Education: learners apply virtues learned in Christian religious education by participating in caring for historic built environments within the locality as service learning (collecting litter, sweeping).

Suggested Learning Resources

digital and print devices, picture booklets, resource person, site visit, questionnaires, KSL Dictionary, sign language interpreter, approved textbooks,

Suggested Assessment Rubrics

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign the terms related to the natural and built environment.	Signs clearly and with proper articulation, terms related to the natural and built environment.	Signs related to the natural and built environment.	Signs some of the terms related to the natural and built environment.	Signs few terms related to the natural and built environment.
Ability to use the four cardinal points to give direction of places	Leaner uses the four cardinal points to give direction of places with illustrations	Learner uses the four cardinal points to give direction of places	Learner uses 2-3 cardinal points to give direction of places	Learner uses less than 2 cardinal points to give direction of places
Ability to identify the main physical features in the County	Learner identifies the main physical features in the County with illustrations	Learner identifies the the main physical features in the County	Learner identifies main physical features in the County omitting few features	Learner identifies main physical features in the County but omitting many features.
Ability to explain how the four seasons influence human activities in the county.	Learner explain how seasons influence human activities in the county with examples	Learner explains how the four seasons influence human activities in the county	Learner explains how 2-3 seasons influence human activities in the county	Learner explains how seasons influence human activities in the county for less than 2 seasons
Ability to explain the importance of the main historic built environments in the County	Learner explains the importance of the main historic built environments in the County with examples.	Learner explains the importance of the main historic built environments in the County.	Learner explains the importance of the main historic built environments in the County omitting minor details.	Learner explains the importance of the main historic built environments in the County omitting major details.

STRAND 2.0: PEOPLE AND POPULATION

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 People And Population	**2.1 Inter-dependence of people** - *trade* - *farming* - *hospital,* - *worship places* (6 Lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to interdependence of people in the county, b) identify ways in which people depend on each other in the County, c) explain the benefits of interdependence of people in the County, d) use charts to illustrate the benefits of interdependence, e) appreciate the interdependence of people in the County.	● Learners are guided to identify, fingerspell and sign words related to interdependence of people in the county (interdependence). ● Learners are guided to use print or digital resources to find out ways in which people depend on each other in the county and share in class. ● Learners are guided to brainstorm in class the ways in which people depend on each other in the county. ● Learners are guided to work in groups to create a chart on benefits of interdependence among people. ● Learners are guided to role-play inter-dependence of people (market, farming, hospital, church, and mosque). ● Learners are guided to recite and sign a poem about the importance of interdependence of people. ● Learners to find out from parents and	1. How do people in the County depend on each other? 2. Why should we support each other in the County?

			guardians about the importance of inter- dependence of people and report back. ● The learner is guided to illustrate on a chart the benefits of interdependence and display the chart in class.	

Core Competencies to be developed:
● Citizenship: learners develop the skill of promoting healthy relationships as they role-play the interdependence of people in the county
● Learning to Learn: learners develop relationships as they find out from parents and guardians on importance of interdependence of people and report back

Values:
● Love: learners portray a caring attitude as they work in groups to create a chart on the benefits of interdependence among people.
● Social justice: learners advocate for harmonious relationships among themselves as they discuss on importance of interdependence among people

Pertinent and Contemporary Issues (PCIs) :
● Assertiveness: learners speak and sign clearly and air views firmly as they brainstorm in class the ways in which people depend on each other in the county
● Social Cohesion: learners respect others' views/feelings as they work in groups to create a chart on benefits of interdependence among people

Links to other Learning Areas:
● of people
English and Kenya Sign Language: learners develop communication skills as they recite a poem about the importance of interdependence

Suggested Learning Resources
digital and print devices, poems, charts, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 People And Population	**2.2 Population Distribution (5 lessons)**	By the end of the sub strand, the learner should be able to: a) sign terms related to population distribution in the county, b) describe patterns of population distribution in the County, c) illustrate the patterns of population distribution in the County, d) appreciate population distribution in the County.	● Learners are guided to identify, fingerspell and sign words related to population distribution in the county. (population, population distribution, linear, clustered) ● Learners are guided in groups to discuss population distribution in the County and share their points of discussion in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided to use the map of the county to plot patterns of population distribution. ● Learners are guided to sketch and share in class diagrams of the patterns on population distribution in the county. ● Learners are guided to	1. How is population spread out in the county? 2. Why is population distribution important in a county?

			draw a map of the county showing population distribution and display the map in the appropriate learning corner for further learning.	

Core Competencies:
- Digital Literacy: learners interact with digital technology as they use a digital map of the County to identify the patterns of population distribution in the county
- Learning to Learn**:** learners develop relationships as they share the diagrams of the patterns on population distribution in class

Values:
- Responsibility: learners develops self-drive as they share the diagrams of the patterns on population distribution in class
- Integrity: learners develop discipline as they display self-discipline while using a digital map of the County to identify the patterns of population distribution in the county

Pertinent and Contemporary Issues (PCIs) :
- Critical thinking and problem solving: learners ask challenging questions as they share the diagrams of the patterns on population distribution in class
- Effective Communication: learners use appropriate channels of communication as they discuss in groups population distribution in the County

Links to other Learning Areas:
- English and Kenya Sign Language: learners develop communication skills as they discuss in groups population distribution in the County
- Creative arts: learners apply drawing skills as they draw a map of the county showing population distribution

Suggested Learning Resources
digital and print devices, digital maps, drawing materials, approved textbooks, KSL Dictionary,

Suggested Assessment Rubric

LEVEL INDICATOR S	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to people and population	Signs clearly and with proper articulation, terms related to people and population.	Signs terms related to people and population.	Signs some of the terms related to people and population.	Signs some of the terms related to people and population but struggles to demonstrate a comprehensive understanding of the terms.
Ability to explain the benefits of interdependence of people in the county.	Explains the benefits of inter-dependence of people in the County with examples.	Explains all the benefits of inter-dependence of people in the county.	Explains some the benefits of inter-dependence of people in the County	Explains the benefits of inter-dependence of people in the County leaving many details.
Ability to describe patterns of population distribution in the county.	Describes patterns of population distribution in the county with illustrations	Describes patterns of population distribution in the county.	Describes some of the patterns of population distribution in the county.	Describes patterns of population distribution in the county incorrectly.
Ability to design the patterns of population distribution in the county.	Designs the patterns of population distribution in the county creatively	Designs the patterns of population distribution in the county.	Designs some of the patterns of population distribution in the county.	Designs the patterns of population distribution in the county with support.

STRAND 3.0: SOCIAL ORGANIZATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry question(s)
3.0 Culture And Social Organisations	**3.1 Aspects of Traditional Culture in the County** -dressing -food -housing -artefacts -sports and games -festivals and ceremonie**s** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) sign words related to Aspects of Traditional Culture in the County, b) identify aspects of traditional culture in the County, c) illustrate aspects of traditional culture practised in the County, d) appreciate the importance of traditional culture in the County.	● The learners are guided to identify, fingerspell and sign words related to Aspects of Traditional Culture in the County (culture dressing, food, housing, artefacts, sports and games, festivals and ceremonies). ● Learners are guided in pairs to brainstorm in pairs to identify aspects of traditional culture in the County and present in class (dressing, food, housing, artefacts, sports and games, festivals and ceremonies). ● Learners are guided to work in groups to describe aspects of traditional culture in the County. ● Learners are guided in groups to discuss in groups the importance of traditional culture in the County.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● The learner is guided to collect and record aspects of traditional culture in the community	1. Why is culture important? 2. How can you identify aspects of traditional culture in the county?

			(pictures, songs, artefacts, dress, food, paintings, and tools). ● The learner is guided to illustrate on a chart display different aspects of traditional culture in class and conduct peer assessment to the displayed aspects of traditional culture.	

Core Competencies to be developed :
- Creativity and imagination: learners develop the skill of asking questions as they ask challenging questions as they discuss in groups the importance of traditional culture in the County.
- Learning to learn: learners develop relationships as they brainstorm in pairs to identify aspects of traditional culture in the County (dressing, food, housing, artefacts, sports, games, festivals, and ceremonies).

Values:
- Unity: learners display team spirit as they work in groups to describe aspects of traditional culture in the County
- Social Justice: learners enhance equity as they accord each other equal responsibility as they collect and record aspects of traditional culture in the community (pictures, songs, artefacts, dress, food, paintings, and tools).

Pertinent and Contemporary Issues (PCIs) :
- Self-Esteem: learners are able to accept and like self as they discuss in groups the importance of traditional culture in the County.
- Self-Awareness**:** learners appreciate individual uniqueness as they work in groups to describe aspects of traditional culture in the County

Links to other Learning Areas:
- Religious Education: learners develop communication skills as they discuss in groups the importance of traditional culture in the County
- Mathematics: learners apply drawing skills learned in mathematics as they draw a map of the county showing population distribution

Suggested Learning Resources
digital and print resources, maps, pictures, songs, drawing materials, approved textbooks, KSL Dictionary, charts,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 Culture and Social Organisations	**3.2 The School** (3 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to the school, b) narrate the history of the school, c) explain the values of the school, d) recite the school motto, e) desire to obey the school rules.	● The learner is guided to identify fingerspell and sign terms related to the school (motto, vision, administration, values, rules, regulations). ● Learners are guided in groups, to gather information on "The history of the school" from the school administration and share in class. ● Learners are guided in groups, to discuss the history of the school with others in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided in small groups to create a journal on the history of the school. ● Learners are guided to	1. Why is it important to maintain discipline in school?

			write down and recite/sign the school motto in class. ● Learners are guided in pairs to use digital or print resources to develop a poster on the school motto. ● Learners are guided to use digital or print resources to develop a poster on the school values core values and display it in class. ● Learners are guided to participate in the designing of school rules and regulations.	

Core Competencies to be developed:
● Communication and collaboration: learners enhance speaking and signing skills as they speak and sign clearly and effectively as they recite and sign the school motto.
● Citizenship: learners develop information and communication skills as they engage with others effectively as they gather information in groups on "The history of the school" from the school administration and share in class.

Values:
● Responsibility: learners show determination as they gather information in groups on "The history of the school" from the school administration and share in class
● Integrity: learners exhibit discipline as they display, make a gallery walk, and peer assess.

Pertinent and Contemporary Issues (PCIs) :
● Social cohesion: as learners work in groups to develop charts to explain the school values.

Links to other Learning Areas:
● Creative Arts: learners apply skills acquired in Creative Arts as learners recite the school motto.

Suggested Learning Resources
digital and print resources, journals, approved textbooks, KSL Dictionary,

Suggested Assessment Rubric

LEVEL INDICATORS	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to culture and social organization.	Signs clearly and with proper articulation, terms related to culture and social organization.	Signs terms related to culture and social organization.	Signs some terms related to culture and social organization.	Signs terms related to culture and social organization but struggle to demonstrate a comprehensive understanding of terms.
Ability to describe aspects of traditional culture in the County.	Describes correctly and exhaustively aspects of traditional culture in the County.	Describe aspects of traditional culture in the County.	Describes some aspects of traditional culture in the County with a simple understanding of the concepts.	Describes a few aspects of traditional culture in the County with inconsistency of concepts.
Ability to explain the history and the values of the school.	Explains the history and the values of the school clearly and with complete understanding.	Explains the history and values of the school.	Explains the history and some values of the school but struggles to demonstrate a clear understanding of values.	Explains the history and the values of the school but cannot demonstrate a clear understanding of values.

STRAND 4.0: ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Economic Activities	**4.1 Economic activities in the County** (4 lessons	By the end of the sub-strand, the learner should be able to: a) sign terms related to the economic activities in the county, b) identify the main economic activities carried out in the County, c) explain the importance of economic activities carried out in the county, d) participate in economic activities in the locality, e) appreciate the economic activities in the county.	• The learner is guided to identify fingerspell and sign words related to economic activities in the county. • Learners are guided in groups to use print or digital resources to identify fingerspell and sign the main economic activities found in the county. • The learner is guided to make posters on the economic activities carried out in the county and display in class for peer assessment. • Learners are guided in pairs to brainstorm the resources and economic activities in the county. (Cash crop farming, fishing, dairy farming, poultry farming, trade, beef	1. How can we conserve the resources found in the county? 2. Why are resources important in a county?

			farming). ● Learners are guided in groups to recite poems and sing/sign-sing songs on the resources and economic activities in their County. ● Learners are guided to play relevant educational computer games on economic activities carried out in the county. ● Learners are guided in groups to discuss in groups the importance of economic activities in the county.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided in groups to brainstorm on how to conserve the resources found in the county.	

Core Competencies to be developed:
- Communication and collaboration: learners work in teams and recognize the value of others' ideas as they discuss in groups the importance of economic activities in the county.
- Learning to Learn: Learners shares ideas and make posters on the economic activities carried out in the county.

Values:

Unity: Learners show fairness as they take turns playing relevant educational computer games on economic activities carried out in the county.

Pertinent and Contemporary Issues (PCIs) :

Creative and critical thinking: learners play relevant educational computer games on economic activities carried out in the county.

Links to other Learning Areas:
- Agriculture and Nutrition: as learners participate in economic activities.
- Pre-technical studies: as learners identify the importance of economic activities.

Suggested Learning Resources

digital and print devices, songs, poems, posters, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Economic Activities	**4.2 Industries in the County** (6 lessons)	By the end of the sub-strand the learner should be able to: a) sign terms related to industry in the county, b) identify industries in the County, c) explain the benefits of industries in the County, d) locate industries in the County, e) recognise the role of industries in the County.	● Learners are guided to fingerspell and sign terms related to industries in the County (industry, processing, and taxes). ● Learners are guided in groups to identify industries in the County and present them in class. ● Learners are guided in pairs to discuss the benefits of industries in the County and share in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided in groups to use digital or print resources to locate industries in the county, make a list and share in class. ● Learners are guided in groups to role-play trading activities. ● Learners are guided in groups to discuss in groups the benefits of industries in the County and share in class.(Ensure learners are seated in a position that enables them all to	1. How can a county benefit from its industries? 2. Why is lawful trading important in the county?

			observe each other clearly as they sign)
			● Learners are guided in groups to visit and take photos or video clips of industries found in the County and share them in class. (A sign language interpreter to accompany learners to support learners who are Deaf.)
			● Learners are guided in groups to create a journal of industries visited and share with others in class.
			● Learners are guided in pairs to collect and display sample products from industries in the classroom for peer assessment.

Core Competencies to be developed:
- Creativity and Imagination: learners network as they brainstorm and exchange ideas in groups on the industries in the county
- Digital Literacy: learners connect using technology as they use digital and print resources to effectively locate industries in the county

Values:
- Love: learners show generosity as they share digital and print resources to locate industries in the county
- Patriotism: learners portray citizenship as they collect and display sample products from industries in the country in the class
- Integrity: learners develop honesty as they utilise resources prudently as they create a journal of industries visited and share with others in class

Pertinent and Contemporary Issues (PCIs) :

Financial Literacy: Learners exercise caution as they visit an industry to learn its benefits in the county.

Links to other Learning Areas:
- English and Kenya Sign Language: as learners discuss in groups the benefits of industries in the County and share in class.s

Suggested Learning Resources

digital and print devices, charts, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Resources And Economic Activities	**4.3 Enterprise Project at school** (9 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to enterprise projects at school, b) identify the projects that can be initiated at school, c) participate in initiating an enterprise project at school, d) Uphold ethics collective efforts in managing enterprise project at school.	● Learners are guided in groups to fingerspell and sign terms related to enterprise projects at school (enterprise, project, allocation). ● Learners are guided in groups to brainstorm and identify enterprise projects that can be undertaken at school. ● Learners are guided in pairs to use digital or print resources to search for enterprise project undertaken in Schools and share in c ● Learners are guided in groups to plan for a viable enterprise project at school. ● Learners are guided in groups to participate in the initiation and management of the enterprise project in the school. ● Learners are guided in groups to share responsibilities on the planned enterprise project. ● Learners are guided in pairs to discuss ethical practices to be observed in managing the enterprise project and share in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided in pairs to undertake the enterprise project at	1. How can enterprise projects be initiated and managed? 2. How does the enterprise project at school benefit?

			school and evaluate its success.	
			● The learner is guided to participate in the school entrepreneurship week.	

Core Competencies to be developed:
● Communication and collaboration: learners display teamwork as they contribute to group decisions by actively planning for a viable enterprise project at school.
● Learning to learn: learners exhibit self-discipline as they work collaboratively in managing the project enterprise.
● Digital Literacy: learners connect using technology as they use digital or print resources to search for enterprise projects undertaken in schools.

Values:
● Responsibility: learners develop hard work as they engage in the assigned roles and duties as they undertake the enterprise project at school and evaluate its success
● Integrity: learners develop accountability as they participate in the initiation and management of the enterprise project in the school

Pertinent and Contemporary Issues (PCIs) :
● Creative and critical thinking: learners undertake the enterprise project at school, evaluate its success, and participate in the school entrepreneurship week.
● Humility and simplicity: learners do not show off or despise others as they share responsibilities on the planned enterprise project.

Links to other Learning Areas:
Mathematics: as learners discuss in groups ethical practices to be observed in managing the enterprise project (money, final products).

Suggested Learning Resources
digital and print devices, approved textbooks, KSL Dictionary, real objects, display boards,

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to economic activities	Signs clearly and with proper articulation terms related to economic activities.	Signs terms related to economic activities.	Signs some terms related to economic activities.	Signs a few terms related to economic activities.
Ability to explain the importance of economic activities carried out in the county	Learner explains the importance of economic activities carried out in the county with examples	Learner explains the importance of economic activities carried out in the county	Learner explains the importance of economic activities carried out in the county leaving minor details	Learner explains the importance of economic activities carried out in the county leaving many details.
Ability to identify industries in the County	Learner identifies industries in the County with examples	Learner identifies industries in the County	Learner identifies industries in the County but omitting a few of them	Leaner identifies industries in the County but omitting many of them.
Ability identifies the projects that can be initiated at school	Learner identifies projects can be initiated at school with examples	Learner identifies the projects that can be initiated at school	Learner identifies some of the projects that can be initiated at school leaving minor details	Learner identifies the projects that can be initiated at school leaving major details

STRAND 5: CITIENSHIP AND GOVERNANCE IN KENYA

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizenship and Governance in Kenya	**5.1 Good citizenship in school** (3 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to good citizenship in school, b) identify qualities of a good citizens in school, c) develop qualities of good citizenship in school, d) appreciate qualities of good citizenship in school.	● Learners are guided in groups to fingerspell and sign terms related to good citizenship in school (qualities, citizenship, cultural practices, child abuse, peace education, good citizenship). ● Learners are guided in groups to brainstorm qualities of a good citizen in school and share in class. ● Learners are guided in groups to discuss how to become a good citizen in school.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● Learners are guided in groups to use digital or print resources to identify qualities of a good citizen in school. ● Learners are guided in groups to role-play qualities of a good citizen in a school. ● Learners are guided in groups to	1. How can we demonstrate good citizenship in school? 2. Why is good citizenship in school important?

			design a poster with qualities of a good citizen in school.
			• Learners are guided to engage a resource person to discuss the importance of good citizenship.
			• The learner is guided to write an essay on a good digital citizen (using technology in a positive way) and share the essays in class.

Core Competencies to be developed:
- Creativity and imagination: learners network as they undertake group activities and exchange new ideas as they design a poster with qualities of a good citizen in school
- Citizenship: learners develop information and communication skills as they engage a resource person to discuss the importance of good citizenship

Values:
- Social justice: learners cooperate as they use digital or print resources to identify qualities of a good citizen in school
- Peace: learners exhibit care as they respect self and others as they brainstorm in groups qualities of a good citizen in school

Pertinent and Contemporary Issues (PCIs) :
- Honesty: learners speak, sign and act honestly as they discuss in groups how to become a good citizen in school
- Social cohesion: learners develop harmonious coexistence as they discuss in groups how to become a good citizen in school

Links to other Learning Areas:
English and Kenya Sign Language: as learners write an essay on a good digital citizen (using technology positively) and share the essays in class.

Suggested Learning Resources
vetted digital and print devices, approved textbooks, KSL Dictionary, newspaper cuttings, magazines,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 **Citizenship**	**5.2 Peace** (11 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to ways of promoting peace in society, b) identify factors that promote peace in school, c) develop strategies of living in peace with others in school, d) desire to uphold peace in school.	● Learners are guided to sign terms related to peace and ways of promoting it in society (peace club peace, harmony, hurting) ● Learners are guided in groups to discuss ways of promoting peace in school and share in class. ● Learners are guided in groups to brainstorm ways of living in peace with others. ● Learners are guided in groups to role- play a peaceful situation. ● Learners are guided in groups to use digital or print resources to create messages on peace and display them at strategic points in the school compound. ● Learners are guided in groups to brainstorm and identify peace activities that can be undertaken at school. ● Learners are guided in groups to use digital or print resources to find examples of peace activities undertaken in schools (Peace gardens/nature trails, Peace corners, Peace competition essays). ● Learners are guided in groups to plan a peace-building activity in the school.	1) How can we live in peace with others in school? 2) Why is it important to plan for a peace-building activity in school?

| | | | Learners are guided in groups to share responsibilities on the planned peace-building activity. Learners are guided in groups to design posters with peace- building messages. Learners are guided in groups to participate in peace building activities. The learner is guided to find out from parents and guardians the importance of upholding peace and share their findings. | |

Core Competencies to be developed:
- Citizenship: learners develop information and communication skills as they critically inquire while they participate in peace-building activities
- Creativity and imagination: learners develop communications and self-expression as they speak and sign clearly as they role play a peaceful situation

Values:
- Responsibility: learners develop accountability as they cooperate and care for their property and that of others as they use digital or print resources to identify cultural practices that violate child rights in the community
- Peace: learners show responsibility as they participate in peace-building activities

Pertinent and Contemporary Issues (PCIs) :
- Citizenship: learners promote peace education as they use digital or print resources to create messages on peace and display them at **strategic points in the school compound**
- **Coping with emotions: learners** create a safe school as they participate in peace-building activities

Links to other Learning Areas:
- Religious Education: as learners discuss in groups ways of promoting peace in school
- English and Kenya Sign Language: as learners discuss in groups ways of promoting peace in school

Suggested Learning Resources
vetted digital and print devices, approved textbooks, KSL Dictionary, local and extended environment, posters,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5.0 Citizenship and Governance in Kenya	**5.3 Child Rights** - *Early and forced marriages* - *Female genital mutilation* - *Slavery* - *Child Trafficking* - *Child/forced labour* - *Sexual abuse,* - *abuse of children with special needs* (4 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to Human Rights, b) identify forms of child abuse in the community, c) identify cultural practices that are harmful to children, d) explain effects of child abuse in the community, e) protect self and others from child abuse in the community, f) desire to promote child Rights and responsibilities in the community.	● Learners are guided in groups to fingerspell and sign terms related to Human Rights (child rights, forced marriage, female genital mutilation, child trafficking, slavery). ● Learners are guided in groups to brainstorms forms of child abuse in the community (Early and forced marriages, female genital mutilation, slavery, child trafficking, child labour, sexual abuse, abuse of children with special needs), and share them in class. ● Learners are guided in groups to use digital or print resources to identify cultural practices that violate child rights in the community. ● Learners are guided to engage a resource person to identify cultural practices that violate child rights in the community with the help of sign language interpreter.	

			● Learners are guided in groups to discuss effects of child abuse in the community and share in class. .(Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in groups to design posters with effects of child abuse in the community. ● Learners are guided in groups to prepare posters showing ways to protect self and others from child abuse in the community and display them at strategic places in the school. ● Learners are guided in groups sing and sign-sing songs and recite poems on the protection of self and others from child abuse in the community, ● Learners are guided in groups to participate in the campaign to promote child rights and responsibilities in the community.	

Core Competencies to be developed:
● Self-Efficacy: learners develop knowing and saying their needs as they share what children go through when they are in need as they

discuss in groups the effects of child abuse in the community
- Critical thinking and problem solving: learners develop active listening and communication skills as they follow simple instructions to solve problems and seek help as they sing and sign sing songs and recite poems on the protection of self and others from child abuse in the community

Values:
- Responsibility: learners enhance self-drive as they observe safety precautions as they use digital or print resources to identify cultural practices that violate child rights in the community.
- Peace: learners show empathy, and respect for diversity as they prepare posters showing ways to protect self and others from child abuse in the community

Pertinent and Contemporary Issues (PCIs) :
- Child's right: as learners engage a resource person to identify cultural practices that violate child rights in the community
- Self-esteem: learners develop the ability to like self as they sing songs and recite poems on the protection of self and others from child abuse in the community

Links to other Learning Areas:
- Religious Education: as learners brainstorm in groups about forms of child abuse in the community (Early and forced marriages, female genital mutilation, slavery, child trafficking, child labour, sexual abuse, and abuse of children with special needs).
- Creative Arts**:** as learners design posters with effects of child abuse in the community

Suggested Learning Resources
vetted digital and print devices, approved textbooks, KSL Dictionary, poems, songs, posters, magazine, newspaper cutting, local and extended environment,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizenship and Governance In Kenya	5.4 Democracy in school (3 lessons)	By the end of the sub-strand the learner should be able to: a) sign words related to democracy in school, b) identify democratic processes in school, c) explain the benefits of democracy in school, d) practise democratic elements in school, e) appreciate democratic practices in school.	• Learners are guided in groups to sign words related to democracy in school (election, democracy, leadership). • Learners are guided in groups to discuss ways of practising democracy in school.(Guide learners to sit in a position where they can observe each other clearly as they discuss) • Learners are guided in groups to use digital or print resources to identify democratic processes in school. • Learners are guided in groups to document democratic processes in school and community in a journal. • Learners are guided in groups to discuss benefits of democracy in school.(Guide learners to sit in a position where they can observe each other clearly as they discuss) • Learners are guided in groups to prepare posters with benefits of democracy in	1. How can we practice democracy in school? 2. Why is democracy important in a school?

				school.	
			● Learners are guided in groups to simulate a real-life situation that depicts democracy in school.		
			● Learners are guided in groups to carry out a mock election of leaders in class.		
			● Learners are guided to engage a resource person to discuss the importance of democracy in school (Provide sign language interpreter).		

Core Competencies to be developed:
- Learning to learn: learners develop relationships as they simulate a real-life situation that depicts democracy in school.
- Citizenship: information and communication skills as they critically inquire into issues affecting the community as they discuss in groups ways of practising democracy in school.

Values:
- Unity: learners develop inclusivity; and respect others' opinions as they discuss in groups the benefits of democracy in school.
- Peace: learners show love as they display calmness as they simulate a real-life situation that depicts democracy in school.

Pertinent and Contemporary Issues (PCIs) :
- Social cohesion: learners develop harmonious coexistence as they simulate a real-life situation that depicts democracy in school.
- Assertiveness**:** learners develop the ability to overcome peer pressure as they discuss in groups the benefits of democracy in school

Links to other Learning Areas:
- Religious Education: as learners discuss in groups ways of practising democracy in school
- English and Kenya Sign Language: as learners document democratic processes in school and community in a journal.
- Creative Arts: as learners prepare posters with the benefits of democracy in school

Suggested Learning Resources

digital and print devices, approved textbooks, KSL Dictionary, journals, posters, resource person, sign language interpreter,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizens hip and Governa nce In Kenya	5.5 Children's Governme nt in school (4 lessons)	By the end of the sub-strand, the learner should be able to: a) sign words related to children's government in school, b) explain the composition of Children's Government in school, c) describe the functions of the Children's Government in school, d) participate in Children's Government in school, e) respect children's government in school.	● Learners are guided in groups to fingerspell and sign words related to children's government in school (cabinet, speaker, governor, and parliament). ● Learners are guided in groups to discuss the composition of Children's Government in school and share in class. .(Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in groups to share experiences on functions of Children's Government in school. ● The learner is guided to write an essay on ways of supporting the Children's Government in school. ● Learners are guided in	1. Why is it important to have a Children's Governmen t in school? 2. How can we support the Children's Government in school?

| | | | | groups to simulate the Children's Government in session in school.
● Learners are guided in groups to role play the functions of children's government.
● Learners are guided in groups to carry out a mock election of leaders in class. | |

Core Competencies to be developed:
- Communication and Collaboration: learners develop teamwork as they recognize the value of others as they share experiences in groups on functions of Children's Government in school.
- Citizenship: learners develop information and communication skills as they communicate in different environments as they discuss in groups the composition of Children's Government in school.

Values:
- Integrity: learners display transparency as they simulate the children's Government in session in school
- Social Justice: learners display equity as they accord privileges without favour as they role-play the functions of children's government

Pertinent and Contemporary Issues (PCIs) :
- Humility and simplicity: learners are able to relate with others and fit in groups as they discuss the composition of Children's Government in school
- Assertiveness: learners respect other people's views as they carry out mock elections of leaders in class

Links to other Learning Areas:
English and Kenya Sign Language: as learners write an essay on ways of supporting Children's Government in school.

Suggested Learning Resources
digital and print devices, approved textbooks, KSL Dictionary, real objects, photographs,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizenship and Governance In Kenya	**5.6 Community Leadership** - *Religious leaders* - *Clan leaders* - *village leaders* (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign words related to community leaders, b) identify leaders in the community, c) explain the duties of community leaders in the community, d) demonstrate qualities of a good leadership in the community, e) appreciate good leadership in the community.	● Learners are guided in groups to brainstorm on how to identify leaders in the community, fingerspell, and sign them (Council of Elders, Religious and Cultural Leaders). ● Learners are guided in groups to discuss the duties of community leaders and make class presentations. .(Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in groups to use digital or print resources to find out the qualities of a good leader and share in class. ● Learners are guided to engage a resource person to discuss the qualities of a good community leader (with the help of a sign language interpreter) and report. ● Learners are guided in groups to role-play good leadership in the community. ● Learners are guided in groups to	1. Why is it important for leaders to have good qualities? 2. How can you identify a good leader in the community?

			design posters on qualities of good leadership in the community and display for peer assessment. ● Learners are guided in groups to discuss reasons why good leadership is important and share in class. .(Guide learners to sit in a position where they can observe each other clearly as they discuss)	

Core Competencies:
- Creativity and Imagination: learners network as they design and display a poster on qualities of good leadership in the community
- Learning to learn: learners develop relationships as they engage a resources person to discuss the qualities of a good community leader and report

Values:
Love: learners display self-sacrifice as they put the interests of others before their interest as they use digital or print resources to find out the qualities of a good leader

Pertinent and Contemporary Issues (PCIs) :
Effective communication: learners develop effective communication skills as they Brainstorm in groups to identify leaders in the community (Council of Elders, Religious and Cultural Leaders)

Links to other Learning Areas:
- Religious Education: learners relate to good leadership qualities learnt in Religious Education as they design posters on qualities of good leadership in the community.
- Creative Arts: learners relate to skills learnt in creative Arts as they design and display a poster on qualities of good leadership in the community

Suggested Learning Resources
 vetted digital and print devices, approved textbooks, KSL Dictionary, real objects, resource person, posters,

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
5.0 Citizenship and Governance In Kenya	5.7 The County Governments in Kenya (6 lessons)	By the end of the sub-strand the learner should be able to: a) sign words related to the county government of Kenya, b) identify the structure of county government, c) explain the duties of the County Governor in Kenya, d) explain the roles of a member of the county assembly, e) appreciate the County Government in Kenya.	● Learners are guided to fingerspell and sign words related to the county government of Kenya. (County, member of county assembly, ● Learners are guided in pairs to brainstorm the leaders of county government in Kenya and share in class. ● Learners are guided to engage a resource person to discuss the duties of a County Governor and MCAs in Kenya. (with the help of a sign language interpreter) ● Learners are guided in groups to role-play the duties of a governor. ● Learners are guided in groups to discuss the roles of a member of the county assembly and share in class (MCA's).(Guide learners to adopt a sitting position that enables them to observe each other clearly as	1. Why is a county government important in Kenya? 2. How is the county government structured?

			they discuss) ● Learners are guided in groups to watch video clips of a county governor or MCA carrying out their duties/projects in the county. ● The learner is guided to write key points on the duties of a County Governor in Kenya. ● Learners are guided in groups to discuss the importance of a County Government in Kenya.	

Core Competencies to be developed:
● Learning to learn: learners develop relationships as they role-play the duties of a governor.
● Citizenship: learners acquire active community skills as they Watch video clips of a county governor or MCA carrying out their duties/projects in the county

Values:
● Respect: learners enhance the skill of acceptance as they appreciate leaders while discussing in groups the role of a member of the county assembly *(MCAs)*
● Patriotism: learners develop a love for their county as they role-play the duties of a governor

Pertinent and Contemporary Issues (PCIs) :
Governance: Learners learn the structure and discuss the duties of the governor and members of the county assembly*,*

Links to other Learning Areas:
Creative Arts; Learners relate to skills learnt in Creative Arts as they role-play the duties of a governor.

Suggested Learning Resources
vetted digital and print devices, approved textbooks, KSL Dictionary, resource person, video clips, newspaper cuttings,

Suggested Assessment Rubrics

Level / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to citizenship.	Signs clearly and with proper articulation of terms related to citizenship.	Signs terms related to citizenship.	Signs some terms related to citizenship.	Signs some terms related to citizenship but struggles to demonstrate a comprehensive understanding of terms.
Ability to identify democratic processes in school	Learner identifies democratic processes in school with examples	Learner identifies democratic processes in school	Learner identifies democratic processes in school but does not identify a few of them	Learner identify democratic processes in school, but does not identify most of them
Ability to describe the functions of the Children's Government in school	Learner describes the functions of the Children's Government in school with examples.	Learner describes the functions of the Children's Government in school	Learner describes functions of the Children's Government in school but omits a few functions	Learner describes the functions of the Children's Government in school but omits many of the functions
Ability to demonstrate qualities of good leadership in the community.	Learner demonstrate qualities of good leadership in the community with examples	Learner demonstrate qualities of good leadership in the community.	Learner demonstrate qualities of good leadership in the community omitting few qualities.	Learner demonstrate qualities of good leadership in the community omitting most qualities
Ability to explain the roles of a member of county assembly	Learner explains the roles of a member of county assembly with examples	Learner explains the roles of a member of county assembly	Learner explains roles of a member of county assembly leaving out a few roles	Learner explains the roles of a member of county assembly leaving out most roles

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

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0 Natural and built environment	1.1. Compass direction	a) Oral/signed questions. b) Written tests. c) Observation.	● Resource persons. ● Maps ● nails ● carton box ● Approved textbooks and other printed resources.	● Visit weather station
	1. 2 location and size of the County	a) Oral/signed questions. . b) Observations. c) Written tests.	● Digital resources. ● Maps of a county ● Strings ● Marker pens ● Tracing paper ● Approved textbooks and other printed resources.	● Drawing and displaying county maps
	1.3 Physical features in the County	a) Oral/signed questions. . b) Written tests.	● Digital resources. ● Flip charts/manila papers. ● Maps.	● visit nearby environment

		c) Observation	● Approved textbooks.	
	1.4 Seasons in the county	a) Oral/signed questions. b) Observations. c) Written tests.	● Digital resources. ● Approved textbooks and other printed resources. ● Resource person. ● weather charts	● Visit a weather man
	1.5 Historic built environment	a) Oral/signed questions. . b) Written tests. c) Portfolio	● Digital resources. ● maps ● Approved textbooks and other printed resources.	● Visit nearby historical sites
	2.1 Inter-dependence of people in the County	a) Oral/signed questions. . b) Observation. c) Written tests. d) Checklists.	● Approved textbooks and other printed resources.	● Conducting a civic dialogue with chief barazas
	2.2 Population distribution in the County	a) Oral/signed questions. . b) Written tests. c) observation	● Digital resources. ● Flip charts/manila papers. ● Approved textbooks. ● Maps	● visit market place
3.0 CULTURE AND SOCIAL ORGANIZATIONS	3.1 Aspects of Traditional Culture in the	a) Oral Questions. b) Observation. c) Anecdotal records.	● Photographs, pictures and paintings. ● Vetted digital resources	● attend music festivals

	County.		● Approved textbooks and other printed resources. ● Museum, Monuments,	
	3.2 The School	a) Checklist. b) observation c) Written tests. d) Oral/signed questions. . e) Aural questions	● Chart ● Maps. ● Photographs	● Take photographs of school
4.0 Economic Activities	4.1 Economic Activities in the County	a) Oral/signed questions. b) Observations. c) Written tests.	● Approved textbooks and other printed resources. ● Photographs.	● Visit a nearby resource
	4.2 Industries in the County	a) Oral/signed questions. b) Observations. c) Written tests.	● Internet resources. ● Approved textbooks and other printed resources. ● TV/Video.	● visit a factory/cottage industry in nearby area
	4.3 Enterprise project in School	a) Oral/signed questions. .	● Posters. ● Flip charts/ Manilla papers.	● Start a project at homes

		b) Observations. c) Written tests.	● Resource person. ● Approved textbooks and other printed resources.	
5.0 Citizenship and Governance in Kenya	5.1 Good Citizenship in school	a) Oral/signed questions. b) Observation c) Written tests	● Internet ● Approved textbooks and other printed resources. ● Resource person.	participate in clubs
	5.2 Peace	a) Oral/signed questions. b) Observation c) Written tests	● Digital or print resources ● Approved textbooks and other printed resources. ● Posters.	visit chief barazas on peace
	5.3 Child Rights	a)Oral/signed questions. b) Observation c) Written tests	● Internet ● Approved textbooks and other printed resources. ● Resource person.	visit a resource person
	5.4 Democracy in school	a)Oral/signed questions. b) Observation c) Written tests	● internet/TV ● Resource person ● Approved textbooks and other printed resources.	Participation in school election
	5.5 Children's Governance in School	a) Oral/signed questions. b) Observations. c) Written tests.	● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved textbooks and other printed resources.	Election of pupils leaders

	5.6 Community leadership	a) Oral/signed questions. . b) Observations. c) Written tests.	● internet/TV ● Resource person ● Approved textbooks and other printed resources.	visit local chief/ subchief/ nyumba kumi leader
	5.7 The County Governments in Kenya	a) Oral/signed questions. b) Observations. c) Written tests.	● internet ● Resource person ● Approved textbooks and other printed resources.	Visit County Assembly