



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 5

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

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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 5 curriculum designs build on competencies attained by learners at Grade 4. Further, they provide a basis for learners to transit to the next grade. 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 rubrics.

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

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

PREFACE

The Ministry of Education (MoE) implemented Competency Based Curriculum (CBC) nationally in 2017. Grade 5 is the second grade of upper primary in the reformed education structure. It is second last grade in primary education as provided for in the Basic Education Act, 2013.

The reviewed Grade 5 curriculum furthers implementation of the CBC from Grade 4. *The primary education* level focuses on acquisition of social skills, literacy, numeracy, exploration and general interaction with their environment. The designs include aspects of formal, non-formal and informal curriculum implementation. . This level 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 5 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 5 and prepare them for smooth transition to *grade 6*. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR BASIC EDUCATION

MINISTRY OF EDUCATION

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 5 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 5 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 Chairman 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 5 and preparation of learners for with Hearing Impairments transition to *Grade 6*.

PROF. CHARLES O. NG'ONDO

DIRECTOR/CHIEF

EXECUTIVE OFFICER

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT.

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NATIONAL GOALS OF EDUCATION

a) 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 co-existence.

b) 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 instill 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 necessary competences for technological and industrial development in tandem with changing global trends.

c) Promote individual development and self-fulfillment

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

4 Promote sound moral and religious values

Education should promote 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) understand, use and manage the immediate environment for individual and national development,
- 2) recognize and understand the need for, and importance of interdependence of people and nations,
- 3) acquire competencies to analyse population issues to improve quality of life,
- 4) understand and respect own and other people's culture for sustainable social interactions,
- 5) respect and appreciate human diversity to promote social cohesion and integration,
- 6) understand and appreciate human rights and civic responsibility for attainment of social justice,
- 7) apply acquired competencies in solving environmental challenges for sustainable development,
- 8) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- 9) understand the system of governance in Kenya and be willing to participate in its processes.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Suggested number of Lessons
1.0	Natural and the Built Environments	Elements of a Map	(3 lessons)
		Location, position and size of Kenya	(4 lessons)
		Main Physical Features in Kenya	(5 lessons)
		Weather and Climate	(4 lessons)
		The Built Environments	(4 lessons)
2.0	People and Social Organisation	Language Groups in Kenya	(5 Lessons)
		Population Distribution in Kenya	(3 lessons)
		Culture and Social Organisation of the African Traditional Education	(4 lessons)

		School Administration	(3 lessons)
3.0	Resources and Economic Activities in Eastern Africa	Resources in Kenya	(4 lessons)
		Mining in Kenya	(5 lessons)
		Fishing in Kenya	(5 lessons)
		Wildlife and Tourism in Kenya	(5 lessons)
		Development of Transport	(5 lessons)
		Development of Communication	(4 lessons)
4.0	Political Systems	Traditional Leaders in Kenya	(3 lessons)
		Early forms of Government in Kenya	(5 lessons)
		Citizenship in Kenya	(4 lessons)
		National Government	(4 lessons)
5.0	Governance	National Unity in Kenya	(3 lessons)
		Human Rights	(2 lessons)
		Democracy in Society	(2 lessons)

STRAND 1.0 NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Natural and Historic Built Environments</p>	<p>1.1 Elements of a map Title Frame Scale Compass Key (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign terms related elements of a map, b) identify the key elements of a map, c) illustrate the key elements of a map on a sketch, d) interpret maps using the key elements, e) appreciate the use of maps in daily life.</p>	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to elements of a map (map, tittle, frame, scale, compass, key). • The learners are guided in groups, to observe print or electronic maps and identify the key elements of a map Learners are guided in groups to identify elements of a map, on a sketch map, wall map, atlas and digital maps. • The learner is guided to draw a sketch map and label the key elements and display in class for peer assessment. • Learners are guided in pairs to practice reading and interpreting a map using the key elements (the teacher demonstrates first while learners are observing and then 	<p>How do we use maps in our daily lives?</p>

			<p>asks the learners in pairs to practice).</p> <ul style="list-style-type: none">• In pairs learners are guided to play computer games in groups, on the elements of a map.• Learners are guided in groups, to discuss the various areas where maps are used in their daily lives. (Ensure learners are seated in a position that enables them all to observe each other clearly as they sign)	
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Core competencies to be developed:

- Digital literacy: digital technology as learners play computer games in groups, on the elements of a map.
- Creativity and imagination: unique ideas as learners draw a sketch map and label the key elements.

Values:

- Respect: accommodating diverse opinions as learners brainstorm in pairs the key elements of a map.
- Unity: taking turns as learners in groups, play computer games on the elements of a map.

Pertinent and Contemporary Issues (PCIs):

- Life skills: as learners discuss the various areas where maps are used in their daily lives.

Link to other learning areas:

- Kenyan Sign Language and English: learners use language skills as they brainstorm in pairs the key elements of a map.
- Creative arts: learners apply to skills learnt in Creative Arts as they draw a sketch map and label the key elements.

Suggested Learning Resources:

print and electronic maps, KSL dictionary, sketch maps, wall maps, computers, laptops, approved textbooks, sketch maps, a compass,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.2 Location, Position and Size of Kenya (4 Lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) sign terms related the location, position and size of Kenya, b) identify countries that neighbours Kenya, c) locate the position of Kenya in relation to her neighbours using a compass direction, d) value good relations between Kenya and her neighbours. 	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the location, position and size of Kenya (location, countries neighbors, different countries that neighbours Kenya, square kilometer). ● Learners are guided in groups to use an atlas or a map of Africa, to identify and discuss the position of Kenya in relation to her neighbors. ● The learner is guided to draw a map of Kenya and indicate her neighbors. ● In pairs, the learner is guided to use digital devices, to play games on locating places on a map. ● Learners are guided in groups to use digital devices, to find out 	How would you give the location and position of Kenya?

			<p>the size of Kenya and share in class.</p> <ul style="list-style-type: none"> ● The learner is guided to draw a map of Kenya and indicate the size in square Kilometers. ● The learner is guided to compose and sign/sign sing songs and poems about Kenya and her neighbours. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: acquires knowledge on their country as learners discuss the position of Kenya in relation to her neighbours. ● Learning to learn: engages in self-driven tasks as learners compose songs and poems about Kenya and her neighbours. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: love of their country as learners compose songs and poems about Kenya and her neighbours. ● Peace: respect for diversity as learners discuss the position of Kenya in relation to her neighbours. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem: speaking positively about self, as learners discuss the importance of Kenya in relation to her neighbours. ● Social cohesion: co-exist, as learners discuss the position of Kenya in relation to her neighbours. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Mathematics: learners relate to skills acquired in Mathematics as they find out the size of Kenya using digital resources and share in class. ● Creative arts: learners apply drawing skills learnt in Creative Arts as they draw a map of Kenya and indicate her neighbours. 				
<p>Suggested Learning Resources: Atlas, KSL Dictionary, print and electronic maps, drawing materials, digital devices, approved textbooks,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.2 Main Physical Features in Kenya <ul style="list-style-type: none"> ● <i>Relief</i> ● <i>Drainage</i> (3 Lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms related to main physical features in Kenya, b) identify the main physical features in Kenya, c) show the main physical features in Kenya on a map, d) value the physical features found in Kenya. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to main physical features in Kenya. (relief features, drainage features, mountains, plains, plateaus, rivers, lakes) ● Learners are guided in small groups, to use print or electronic maps of Kenya to identify physical features found in Kenya ● Learners are guided in pairs, to locate the main physical features in Kenya using a sketch map or atlas map. ● The learner is guided to draw a map of Kenya and locate the main physical features. ● The learner is guided to collect and display maps and pictures showing the main physical features in Kenya. ● Learners are guided to care for the physical features found in the immediate environment. 	Where are the main physical features found in our country?

Core competencies to be developed:

- Digital literacy: digital technology to effectively accomplish their own tasks as learners use digital and print resources to locate the main physical features in Kenya.
- Creativity and imagination: undertake tasks that encourage artistic expression as learners draw a map of Kenya and locate the main physical features.

Values:

- Responsibility: engaging in assigned roles as learners collect and display maps and pictures showing the main physical features in Kenya.
- Respect: appreciating diverse opinions as learners brainstorm in groups to identify physical features found in Kenya.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education: as learners care for the physical features found in the immediate environment.
- Disaster and Risk Reduction: as learners mark risk and disaster areas as learners locate the main physical features in Kenya using a sketch map or atlas.

Link to other learning areas:

- Religious Education: learners relate to the teaching of caring for the environment in religious education as they care for the physical features found in the immediate environment.
- Creative Arts: applies the drawing skill learnt in Creative Arts as they draw a map of Kenya and locate the main physical features.

Suggested Learning Resources:

print and electronic maps showing the main physical features in Kenya, pictures or photographs of main physical features in Kenya, drawing materials, approved textbooks, local and extended environment, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.4 Weather and Climate in Kenya (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to the weather and climate of Kenya, b) identify elements of weather in the environment, c) show the main climatic regions in Kenya on a map, d) describe characteristics of the main climatic regions in Kenya, e) acknowledge the different climatic and climatic conditions in planning for day-to-day activities. 	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the weather and climate of Kenya (weather, climate, rainfall, temperature, desert/equatorial/tropical/ floods) ● Learners are guided in pairs to use print or digital resources to find out the difference between weather and climate and share with peers. ● Learners are guided in groups to discuss elements of weather (rainfall, wind, temperature, cloud cover) 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 locate the main climatic regions of Kenya using a map of Kenya, atlas or digital maps. ● Learners are guided in groups to 	Why do we experience different climatic conditions in Kenya?

			<p>discuss the characteristics of the main climatic regions in Kenya. (Ensure learners are seated in a position that enables them all to observe each other clearly as they sign)</p> <ul style="list-style-type: none"> ● The learner is guided to draw a map of Kenya showing the main climatic regions and display in class. ● The learner is guided to find out from parents/guardians the effects of extreme weather conditions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: speaking and signing engagingly as learners discuss in groups elements of weather. ● Creativity and imagination: undertake tasks that will require them to organize ideas as learners model a map of Kenya showing the main climatic regions and display in class. 				
<p>Values: Social justice: sharing resources equitably as learners model in groups a map of Kenya showing the main climatic regions and display in class.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Effective communication: as learners communicate to their parents or guardians when learners are taken ill during extreme weather conditions.</p>				
<p>Link to other learning areas: Kenyan Sign Language and English: learners use language skills to brainstorm in pairs the difference between weather and climate and share with peers.</p>				
<p>Suggested Learning Resources: print resources, digital resources, drawing materials, KSL Dictionary, approved textbooks, print or electronic maps of Kenya showing the main climatic regions, local and extended environment,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.5 The Built Environments <ul style="list-style-type: none"> ● <i>Museums</i> ● <i>Monuments</i> ● <i>Cultural centres</i> ● <i>Historical buildings</i> <p>(4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign terms related to the built environment,</p> <p>b) identify the main historic built environments in Kenya,</p> <p>c) show the main historic built environments in Kenya on a map,</p> <p>d) apply strategies to conserve historic built environments for preservation of cultural heritage,</p> <p>a) appreciate the need for conserving historic built environments in Kenya.</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to the built environments. (Fort Jesus, Gedi ruins, the Nairobi National Museum, the Nabongo Mumia cultural centre, the Statue of the Late Jomo Kenyatta, the independence commemorative monument). ● Learners are guided in groups to use print or digital resources and brainstorm the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings). ● Learners are guided in pairs, to use a map of Kenya, to show some of the historic built environments in Kenya and share in class. ● Learners are guided to use digital or print resources to identify historic built environments. ● The learner is guided to develop posters, charts, flip cards with messages on importance of caring 	<p>Why should we conserve the historic built environment in Kenya?</p>

			<p>for historic built environments in Kenya.</p> <ul style="list-style-type: none"> ● Learners are guided to visit a nearby historic built environment and write a report of their experiences. (Guide the learners to prepare a written questionnaire, pair learners who are deaf with learners who are hard of hearing. ensure learners have a sign language interpreter). ● Learners are guided to engage a resource person seek advice on ways of conserving historic built environment. ● Learners are guided in groups, to participate in conservation activities as they participate in conservation activities for historic built environments within the locality. (Brief the learners before embarking on the conversation activities, ensure learners observe precautionary measures and are appropriately accompanied). 	
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Core competencies:

- Critical thinking and problem solving: seek advice from an appropriate person as learners engage a resource person on ways of conserving historic built environment.
- Citizenship: participate in conservation activities for historic built environments within the locality.

Values:

- Love: caring attitude as learners participate in conservation activities for historic built environments within the locality.
- Peace: tolerance as learners brainstorm the main historic built environments in Kenya (Museums, monuments, Cultural centers and historical buildings).

Pertinent and Contemporary Issues (PCIs):

Environmental Education: as learners visit a nearby historic built environment/library/cultural center and share experiences.

Link to other learning areas:

- Religious studies: as learners participate in conservation activities for historic built environments within the locality.
- English and Kenya Sign Language: presentation skills learnt in English as learners visit a nearby historic built environment/library/cultural center and share experiences in class.

Suggested Learning Resources:

local and extended environment, print resources, digital resources, approved textbooks, maps of Kenya showing the main historic built environment, charts, posters,

Assessment Rubric					
Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to natural and built historic environments.		Signs clearly and with proper articulation, terms related to natural and built historic environments.	Signs terms related to natural and built historic environments.	Signs some terms related natural and built historic environments.	Signs a few terms related to natural and built historic environments.
Ability to read and interpret maps using the key elements of a map.		Demonstrates deep understanding while reading and interpreting maps using the key elements of a map.	Reads and interprets maps using the key elements of a map.	Reads and interpret maps using some of the key elements of a map.	Identifies the key elements of a map but requires further guidance to read and interpret maps using the key elements of a map.
Ability to examine the position and size of Kenya in relation to her neighbours.		Examines the position and size of Kenya in relation to her neighbours independently and accurately.	Examines the position and size of Kenya in relation to her neighbours.	Demonstrates simple understanding while examining the position and size of Kenya in relation to her neighbours..	Examines the position and size of Kenya in relation to her neighbours with inconsistencies.
Ability to locate the main physical features in Kenya.		Independently and critically locates the main physical	Locates the main physical features in Kenya.	Locates the main physical features in Kenya with	Locates the main physical features in Kenya with minimum effort.

	features in Kenya.		significant effort.	
Ability to identify the main climatic regions in Kenya.	Identifies the main climatic regions in Kenya and comprehensively outline the main characteristics of each climatic region.	Identifies the main climatic regions in Kenya.	Identifies the main climatic regions in Kenya with a few inconsistencies.	Requires guidance in identifying the main climatic regions in Kenya.
Assess the main historic built environment in Kenya.	Demonstrates high understanding in the assessing the main historic built environment in Kenya.	Assesses the main historic built environment in Kenya.	Assess the main historic built environment in Kenya.	Assess the main historic built environment in Kenya but requires further study and guidance.

STRAND 2.0: PEOPLE AND SOCIAL ORGANISATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 People Social Organizations</p>	<p>2.1 Language Groups in Kenya <i>Nilotes</i> <i>Bantu</i> <i>Cushites</i></p> <p>(5 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign terms related to the main language groups in Kenya,</p> <p>b) identify the main language groups in Kenya,</p> <p>c) explain benefits of interdependence of language groups in Kenya,</p> <p>d) show the interdependence of language groups in Kenya,</p> <p>e) appreciate the interdependence of language groups</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to the main language groups in Kenya. (Nilotes, Bantus, Cushites) ● Learners are guided in groups to brainstorm on the main language groups in Kenya and share in class. ● Learners are guided in groups to sign African stories on the origin of various language groups in Kenya. ● Learners are guided in groups to use digital devices or print resources to find out and discuss ways in which different language groups depend on each other in Kenya and share in class.(Ensure learners are seated in a position that enables them all to observe each other 	<p>1. How do different language groups depend on one another?</p> <p>2. How do we benefit by interacting with different language groups in Kenya?</p>

			<p>clearly as they sign)</p> <ul style="list-style-type: none">● Learners are guided in groups to engage a resource person to find out the benefits of interdependence of language groups in Kenya. (Provide sign language interpreter if the resource person is not conversant with sign language).● Learners are guided in groups to role-play scenarios that depict interdependence of language groups in Kenya.● Learners are guided in groups to compose and recite or sign poems and songs that depict interdependence during cultural events.	
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Core competencies:

- Learning to learn: develop relationships as learners role-play scenarios that depict interdependence of language groups in Kenya.
- Communication and collaboration: listen and observe keenly and actively showing understanding of concepts as learners engage a resource person to find out the benefits of interdependence of language groups in Kenya.

Values:

- Unity: appreciate the importance of oneness irrespective of individual differences as learners engage a resource person to find out the benefits of interdependence of language groups in Kenya.
- Respect: value human dignity as learners narrate African stories on the origin of various language groups in Kenya.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: self-confidence as learners compose poems and songs that depict interdependence during cultural events.
- Self-awareness: speak positively about self as learners narrate African stories on origin of various language groups in Kenya.

Link to other learning areas:

- English and Kenyan Sign Language: learners use language skills as they compose poems and songs that depict interdependence during cultural events.
- Religious Studies: Learners relate to knowledge acquired in Religious Studies as they narrate religious and African stories on origin of various language groups in Kenya.

Suggested Learning Resources;

digital resources, print resources, approved textbooks, a resource person, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People and Social Organizations	2.2 Population distribution in Kenya (3 lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to population distribution in Kenya, b) explain the effects of population density in different regions in Kenya, c) show areas of high and low population density in Kenya on a map, d) acknowledge the impact of population distribution in Kenya.	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to population distribution in Kenya. (Population, density, high, medium, low). ● Learners are guided in groups to brainstorm areas of high and low population density in Kenya. ● Learners are guided in groups to use digital or print resources to locate areas of high and low population density in Kenya, ● Learners are guided in pairs to draw and shade areas of low and high population density on a map of Kenya ● Learners are guided in groups to discuss population distribution in Kenya 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 create a skit that depicts the impact of population distribution in Kenya. 	1. How is population distributed in Kenya? 2. How is population distribution useful in Kenya?

Core competencies:

- Communication and collaboration: value others' ideas as learners brainstorm in groups, on areas of high and low population density in Kenya.
- Self-efficacy: describes procedure followed in doing defined tasks and give feedback as learners shade in pairs, areas of low and high population density on a sketch map of Kenya.

Values:

- Responsibility: assigned roles and duties as learners shade in pairs, areas of low and high population density on a sketch map of Kenya.
- Unity: collaborating with others as learners create a skit that depicts the impact of population distribution in Kenya.

Pertinent and Contemporary Issues (PCIs):

- Environmental **Education**: as learners draw and shade areas of low and high population density on a map of Kenya.

Link to other learning areas:

- Creative Arts: learners apply skills from Creative Arts as they create a skit that depicts the impact of population distribution in Kenya.
- English and Kenyan sign Language: learners use language skills as they brainstorm in groups, areas of high and low population density in Kenya.

Suggested Learning Resources:

digital resources, print resources, map of Kenya showing the population distribution, drawing materials, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People and Social Organizations	2.3 African traditional Education (4 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to culture and social organization of African traditional education, b) identify methods of instruction used in African traditional education, c) explain the importance of African traditional education in promoting values, d) apply African traditional education in promoting values. e) appreciate the role of African traditional education in promoting values. 	<ul style="list-style-type: none"> • Learners are guided to identify, fingerspell and sign terms related to culture and social organization of African traditional education (narratives, stories, songs, riddles and proverbs) • Learners are guided in groups to use print or digital resources to find out and brainstorm on the meaning of African traditional education. • Learners are guided in pairs, to discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs. 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 watch signed or captioned audio visual clips or listen to and observe narratives, stories on aspects of African traditional education. • Learners are guided to engage a 	<ol style="list-style-type: none"> 1. How does African traditional education promote values in our community? 2. How was education conducted in the traditional African societies?

			<p>resource person on methods of instruction used in African traditional education. (provide sign language interpreter to support learners who are deaf and ensure learners who are hard of hearing have their hearing aids fitted with the appropriate technologies)</p> <ul style="list-style-type: none"> ● The learner is guided to find out from parents or guardians the methods of instruction used in African traditional education and share in class. ● Learners are guided in groups to discuss the importance of African traditional education. (Ensure learners adopt a sitting position that enables them to observe each other clearly as they discuss) ● Learners are guided in groups to design posters on methods of instruction used in African Traditional Education. 	
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Core Competencies to be developed:

- Communication and Collaboration: listen and observe keenly and actively as learners watch signed or captioned audio -visual clips or listen to and observe narratives, stories on aspects of African traditional education.
- Citizenship: participate in the community and contribute to a better world through informed, ethical and peaceful action as learners give a summary of an aspect of African traditional education and share the information in class.

Values:

- Integrity: self-discipline as learners engage with a resource person on methods of instruction used in African traditional education.
- Unity: turn taking in activities and conversation as learners discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: positive behavior guided by values as learners' narratives, stories on aspects of African traditional education.
- Patriotism and good governance: effective student leadership as learners discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.

Links to other learning areas:

- English and Kenya Sign Language: learners apply language skills as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles, and proverbs.

Suggested Learning Resources:

print resources, digital resources, signed, resource person, signed audio visual clips, signed narratives and stories on aspects of African traditional education, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People Social Organizations	2.4 School administration (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign terms related to school administration, b) identify the administrative leaders in a school, c) state duties of administrative leaders in a school, d) illustrate the administrative structure of the school, e) appreciate the work done by administrative leaders in school, 	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to school administration. (head teacher, deputy head teacher, teacher, children government) ● Learners are guided in groups to think, pair and share the administrative leaders in school. ● Learners are guided in groups to discuss the order of administration in school and share in class. (Ensure learners are seated in a position that enables them all to observe each other clearly as they discuss) ● The learner is guided to draw and display in class the administrative structure of the school. ● Learners are guided in groups to use digital or print resources find out and state duties of administrative leaders in school ● Learners are guided in groups to draw a structure of the school. ● The learner is guided to share 	<ol style="list-style-type: none"> 1. Why is the administrative structure important in school? 2. How do different leaders support each other in school?

			with parents/ guardians/peers the duties of school administrators.	
Core competencies: <ul style="list-style-type: none"> • Learning to learn: works collaboratively as learners share with parents or guardians the duties of school administrators. • Communication and collaboration: contribute to group decision making as learners discuss in groups the order of administration in school. 				
Values: <ul style="list-style-type: none"> • Love: share resources as learners think, pair and share the administrative leaders in school. • Respect: appreciate diverse opinions as learners discuss in groups the order of administration in school. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Citizenship: discuss in groups the order of administration in school. • Social cohesion: share with parents or guardians the duties of school administrators. 				
Link to other subjects: <ul style="list-style-type: none"> • English and Kenyan Sign Language: learners relate language skills as they discuss in groups the order of administration in school. 				
Suggested Learning resources: digital resources, print resources, approved textbooks, KSL Dictionary,				

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to people population and Social Organization.	Signs clearly and with proper articulation terms related to people population and Social Organization.	Signs terms related to people population and Social Organization.	Signs some terms related to people population and Social Organization.	Signs a few terms related to people population and Social Organization.
Ability to identify the main language groups in Kenya.	Identifies the main language groups in Kenya tracing their origin and migration.	Identifies the main language groups in Kenya.	Demonstrate simple understanding in the identification of the main language groups in Kenya.	Requires further guidance in Identifying the main language groups in Kenya.
Ability to locate areas of high and low population distribution.	Locates areas of high and low population distribution independently with comprehensive analysis of factors that contribute to the distribution.	Locates areas of high and low population distribution.	Locates some areas of high and low population distribution.	Locates a few areas of high and low population distribution.

<p>Ability to explain the importance of African traditional education in promoting values.</p>	<p>Explains the importance of African traditional education in promoting values and critically analyses the social cultural organization of the Traditional African societies.</p>	<p>Explains the importance of African traditional education in promoting values.</p>	<p>Explains the importance of African traditional education in promoting values with simple understanding of the concepts.</p>	<p>Explains the importance of African traditional education in promoting values with inconsistency of concepts.</p>
<p>Ability to draw the administrative structure of the school.</p>	<p>Draws the administrative structure of the school and demonstrate an in-depth understanding of the duties of each leader in school.</p>	<p>Draws the administrative structure of the school.</p>	<p>Draws the administrative structure of the school but lacks the concepts of their duties.</p>	<p>Requires guidance and further study to draw the administrative structure of the school.</p>

STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.0 Resources and Economic Activities</p>	<p>3.1 Resources in Kenya (2 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign terms related to resources in Kenya, b) identify resources found in Kenya, c) explain the benefits of using available resources prudently for conservation, d) illustrate ways in which available resources can be use sustainably, e) appreciate resources available in society. 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to resources in Kenya (resources, wealth, economic activities, and minerals). • Learners are guided in groups, to use print or digital resources to research on resources found in Kenya such as land, minerals, water and forests. • Learners are guided in groups, to take a nature walk around the school locality to identify resources and share their findings in class. • Learners are guided in groups, to brainstorm on resources found in Kenya. • The learner is guided to engage a resource person to find out how resources are cared for within the locality and journal short points. • Learners are guided in small 	<p>How do we use resources in our country?</p>

			<p>groups, to care for trees and soil within the school environment.</p> <ul style="list-style-type: none"> • The learner is guided to collect samples of resources (realia or pictures) found within the environment and display them in class. • The learner is guided to compose a song or a poem on the resources found in Kenya and present in class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: artistic expression of ideas as learners take a nature walk around the school locality to identify resources and share. • Communication and collaboration: contribute to group decision making as learners brainstorm in groups to identify resources found in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: sense of identity as learners find out how resources are cared for within the locality. • Respect: appreciate diverse opinions as learners brainstorm in groups to identify resources found in Kenya. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Critical Thinking: critical thinking skills as learners brainstorm in groups to identify resources found in Kenya. • Citizenship: demonstrating patriotism as learners care for trees and soil within the school environment. 				
<p>Link to other learning areas: English and Kenya Sign Language: learners apply language skills as they brainstorm on resources found in Kenya.</p>				
<p>Suggested Learning Resources: print resources, digital resources, local environment, resource persons, pictures of different resources found in Kenya, approved text books, KSL Dictionary,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.2 Mining in Kenya <ul style="list-style-type: none"> • <i>Soda ash</i> • <i>Diatomite</i> • <i>Limestone</i> • <i>Salt</i> • <i>Petroleum</i> (3 Lessons)	By the end of the sub- strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to mining, b) identify major minerals found in Kenya, c) examine importance of minerals in Kenya, d) use the map of Kenya to locate the major minerals, e) acknowledge the contribution of mining to the economy of Kenya. 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to mining. (Mining, minerals, Soda ash, Diatomite, limestone, Salt, petroleum, fluorspar) • Learners are guided to use digital and print resources to find out and write down minerals found in Kenya. • Learners are guided to observe pictures of different minerals found in Kenya. • Learners are guided in pairs to observe a map of Kenya and locate major minerals found in Kenya. • The learner is guided to draw a map of Kenya and locate major minerals. • The learner is guided to engage with a resource person to discuss the importance of minerals in society and write an essay. • Learners are guided in small 	How do we benefit from the minerals found in our country?

			<p>groups to discuss in signs, problems facing mining in Kenya and present in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign)</p> <ul style="list-style-type: none"> • The learner is guided to create posters on possible solutions to problems facing mining in Kenya. • Learners are guided in groups to visit a mining site/quarry in the locality to find out the importance of mining in our country and write a report. (Guide learners to prepare a written questionnaire to use during the visit. Brief the learners before they start their visit interactions. Ensure learners observe precautionary measures and are appropriately accompanied) • The learner is guided to create posters on the importance of mining in Kenya and display them in class. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: undertaking tasks to generate new ideas as learners create posters on the importance of mining in Kenya. ● Communication and Collaboration: speaking and signing clearly as learners brainstorm on minerals found in Kenya.
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: respect for fellow citizens as learners discuss in groups, problems facing mining in Kenya and present in class. ● Love: respect each other as learners create posters on the importance of mining in Kenya in pairs.
<p>Pertinent and Contemporary Issues (PCIs): Creative Thinking: as learners creatively create posters on the importance of mining in Kenya.</p>
<p>Link to other subject English: learners apply the skills of writing as they visit a mining site/quarry in the locality to find out the importance of mining in our country and write a report.</p>
<p>Suggested Learning resources: digital resources, print resources, pictures of various minerals, map of Kenya showing where different minerals are found, resource person, local and extended environment, posters, approved textbooks,</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>3.3 Fishing in Kenya</p> <ul style="list-style-type: none"> • <i>Lake Victoria</i> • <i>Lake Turkana</i> • <i>Lake Naivasha</i> • <i>River Tana and River Athi</i> <p>(4 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related with fishing, b) identify the main inland fishing grounds in Kenya, c) locate the main inland fishing grounds in Kenya, d) explain the contribution of fishing to the economy of Kenya, e) recognize fishing as an economic activity. 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to Fishing in Kenya. (Fishing, inland fishing, fishing ground, net drifting, basket trap, spear fishing, harpooning, fish pond, fisherman) • Learners are guided in groups to brainstorm on the main inland fishing grounds (Lake Victoria, Lake Turkana, Lake Naivasha, River Tana and River Athi) in Kenya. • Learners are guided in pairs to use digital devices or relevant print material to identify the main inland fishing grounds in Kenya. • The learner is guided to draw a map of Kenya showing the main inland fishing grounds and display in class. • Learners are guided in groups to 	<p>Why is fishing important in our country?</p>

			<p>discuss using sign methods of inland fishing in Kenya and report in class. Ensure learners are seated in a position that enables them all to observe each other clearly as they sign)</p> <ul style="list-style-type: none"> • Learners are guided in pairs to illustrate fishing methods used in Kenya, display in class and do gallery walk to appreciate each other's work. • Learners are guided in groups to use digital devices or relevant print materials to find out the contribution of fishing to the economy of Kenya and write a summary to present in class. • Learners are guided to engage with a resource person on the methods of inland fishing in Kenya. (<i>Provide a sign language interpreter to support learners who are Deaf.</i>) • Learners are guided in groups to visit the nearest stream/river/pond within the locality and apply fishing methods (Advise learners on the safety measures to be taken. Learners to be accompanied by a sign language interpreter.) • Learners are guided in pairs to 	
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			develop posters on the importance of fishing in Kenya and share with members of the community.	
Core Competencies:				
<ul style="list-style-type: none"> ● Self-Efficacy: concerted effort to details as learners discuss in groups methods of inland fishing in Kenya and report in class. ● Creativity and imagination: demonstrate creativity as learners develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community. 				
Values:				
<ul style="list-style-type: none"> ● Unity: turn taking in activities as learners illustrate in groups fishing methods used in Kenya, display in class and do gallery walk to appreciate each other's work. ● Respect: positive regard for self and others as learners find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Creativity: draw a map of Kenya showing the main inland fishing grounds. ● Social cohesion: in groups learners visit the nearest stream/river/pond within the locality and apply fishing methods. 				
Link to other subjects:				
English: relate the skills used in summary writing as they find out the contribution of fishing to the economy of Kenya and write a summary.				
Suggested Learning Resources:				
digital resources, print resources, map of Kenya showing the main inland fishing grounds, drawing materials, KSL Dictionary, resource person, local environment, approved textbooks,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>3.4 Wildlife and Tourism in Kenya</p> <ul style="list-style-type: none"> • <i>Wildlife</i> • <i>Historical Sites</i> • <i>Natural Sceneries</i> <p>(5 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to wildlife and tourism in Kenya, b) identify the main tourist attractions in Kenya, c) locate the main game reserves and national parks in Kenya, d) explain contributions of wildlife and tourism to the economy, e) acknowledge the contribution of wildlife and tourism to the economy of Kenya. 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to Wildlife and Tourism in Kenya (wildlife, tourism, wild animals, game reserve and a national park, beach, flamingo, Kenya wildlife services). • Learners are guided in groups to brainstorm on and sign the difference between a game reserve and a national park. • Learners are guided in pairs to locate game reserves and national parks on the map of Kenya. • Learners are guided in groups to discuss the importance of wildlife in Kenya and do a presentation 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 identify tourist attractions in Kenya and share their findings in class. • Learners are guided in groups to brainstorm on and list down the contribution of tourism to the economy of Kenya. • Learners are guided to debate on the contribution of tourism to the economy of Kenya. • The Learner is guided to find out from 	<p>Why is it important to conserve wildlife in our country?</p>

			<p>parents/guardians and elders ways of promoting tourism in Kenya.</p> <ul style="list-style-type: none"> • Learners are guided in groups to visit a nearby tourist attraction site and write a report. (Ensure learners are briefed on the safety measure and that learners be accompanied by a guide and a sign language interpreter.) • The learner is guided to write an essay on the importance of museums as tourist attractions in Kenya. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: sharing what they have learnt as learners debate on the contribution of tourism to the economy of Kenya. • Communication and Collaboration: speaking and signing clearly and effectively as learners brainstorm on and sign the difference between a game reserve and a national park. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: team spirit as learners debate on the contribution of tourism to the economy of Kenya. • Respect: respect self and others as learners visit a nearby tourist attraction site and write a report. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: work together as learners debate on the contribution of tourism to the economy of Kenya. • Environmental Education: write an essay on the importance of museums as tourist attractions in Kenya. 				
<p>Link to other subjects: English and Kenyan Sign Language: as learner identifies, fingerspells and signs terms related to wildlife and tourism in Kenya</p>				
<p>Suggested Learning Resources: digital resources, print resources, resource person, local and extended environment, approved textbooks, KSL Dictionary,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.5 Development of Transport (5 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to transport in Kenya, b) outline the main forms of early transport to facilitate movement of goods and services, c) identify modern forms of transport in Kenya, d) explore ways of maintaining road safety in society, e) apply safety precautions in using means of transport, f) appreciate the role of modern forms of transport in national development. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to transport in Kenya (transport. road. railway, water, pipeline, accident, road signs) ● Learners are guided in groups to brainstorm on the early forms of transport and share with peer in class. ● The learner is guided to sketch the early forms of transport and present in class. ● Learners are guided in groups to brainstorm the meaning of transport. ● Learners are guided in groups, to use digital or print resources to identify modern forms of transport in Kenya and share their findings in class. ● Learners are guided in groups to discuss causes of road accidents in Kenya and share in class.(Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● The learner is guided to draw the road signs in Kenya and display them in class. ● Learners are guided in pairs, to watch 	<ol style="list-style-type: none"> 1. How can we use our roads safely? 2. How can one avoid accidents on the road?

			<p>a signed audio- visual clip ways of observing road safety in Kenya using digital or print resources and write a report,</p> <ul style="list-style-type: none"> ● Learners are guided in groups to visit a nearby children’s traffic park to learn more about road safety. ● Learners are guided in groups to role play how to observe traffic rules while using the road. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-Efficacy: self-confidence as learners display their drawings of different road signs in class. ● Creativity and Imagination: learners exchange new ideas as they role play how to observe traffic rules while using the road. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: team spirit as learners discuss in groups, causes of road accidents in Kenya and share in class. ● Peace: love for their own community as learners role play how to observe traffic rules while using the road. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Nationalism: national pride when visiting a nearby children’s traffic park to learn more about road safety. ● Child road safety: learners work harmoniously in discussions in groups, causes of road accidents in Kenya and share in class. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English and Kenyan Sign Language: as learners in pairs brainstorm and sign the meaning of the term transport and share in class. 				
<p>Suggested Learning Resources: print resources, digital resources, drawing materials, signed audio visual clips on ways of reducing accidents, KSL Dictionary,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.6 Development of Communication in Kenya <i>Early forms :</i> <ul style="list-style-type: none"> • <i>Ululations</i> • <i>Drumming</i> • <i>Fire and smoke signals</i> <i>Modern forms</i> <ul style="list-style-type: none"> • <i>Mobile phones</i> • <i>Television</i> • <i>Radio</i> • <i>Newspapers</i> (4 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to communication in Kenya, b) outline the main early forms of communication to facilitate social interactions, c) explore modern means of communication in Kenya, d) Illustrate the modern means of communication used in their community, e) recognize the role of modern means of communication 	<ul style="list-style-type: none"> • Learners are guided to identify, fingerspell and sign terms related to modern communication in Kenya (mobile phones, internet, television, radio and newspapers) • Learners are guided to brainstorm, sign and share the meaning of the term “communication”. • Learners are guided in groups to use digital resources or print media to find out the main early forms of communication (ululations, drumming, fire and smoke signals) and share in class. • Learners are guided in groups to use digital resources or print media to identify modern means of communication such as mobile phones, internet, television, radio and newspapers. • The learner is guided to draw different modern means of communication and display in class for peer assessment. • Learners are guided in groups to discuss the importance of modern means of communication in Kenya and do class presentations. (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 role-play use of various modern means of communication. 	<ol style="list-style-type: none"> 1. How do we communicate with other people? 2. How important are modern means of communication in Kenya?

		in Kenya.	<ul style="list-style-type: none"> The learner is guided to find out from parents, guardians or peers the various modern means of communication and share in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: speaks and signs clearly as learners identify modern means of communication such as mobile phones, internet, television, radio and newspapers using appropriate media. Creativity and Imagination: undertake group activities as learners role-play use of various modern means of communication. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: collaborates with others as learners discuss the importance of modern means of communication in Kenya. Peace: display calmness as learners brainstorm in pair and share the meaning of the term communication. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Career opportunities in communication: learners learn about careers in groups discuss the importance of modern means of communication in Kenya. Social cohesion: learners work harmoniously as they role-play use of various modern means of communication. 				
<p>Link to other subjects: English and Kenyan Sign Language:as learner identifies, fingerspells and signs terms related to modern communication in Kenya.</p>				
<p>Suggested Learning Resources: print resources, drawing materials, digital resources, approved textbooks, resource person, KSL Dictionary,</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to resources in Kenya.	Signs clearly and with proper articulation terms related to resources in Kenya.	Signs terms related to resources in Kenya.	Signs some terms related to resources in Kenya.	Signs a few terms related to resources in Kenya.
Ability to identify resources found in Kenya.	Learner identifies resources found in Kenya with details.	Learner identifies resources found in Kenya.	Learner identifies resources found in Kenya with few details.	Learner identifies some resources found in Kenya with no details.
Ability to examine the importance of minerals in Kenya	Learner examines the importance of minerals in Kenya with many details.	Learner examines the importance of minerals in Kenya.	Learner examines the importance of 3 to 4 minerals in Kenya.	Learner examines the importance of less than 3 minerals in Kenya.
Ability to explain the contribution of fishing to the economy of Kenya.	Learner explains the contribution of fishing to the economy of Kenya in detail.	Learner explains the contribution of fishing to the economy of Kenya.	Learner explains the contribution of fishing to the economy of Kenya omitting minor details.	Learner explains the contribution of fishing to the economy of Kenya omitting major ideas.

Ability to explore ways of maintaining road safety in society.	Learner explores ways of maintaining road safety in society in detail providing relevant examples.	Learner explores ways of maintaining road safety in society.	Learner explores ways of maintaining road safety in society omitting minor details	Learner explores some ways of maintaining road safety in society omitting major details.
Ability to outline the main early forms of communication to facilitate social interactions.	Learner outlines the main early forms of communication to facilitate social interactions in varied contexts.	Learner outlines the main early forms of communication to facilitate social interactions.	Learner outlines two main early forms of communication to facilitate social interactions.	Learner outlines less than two main early forms of communication to facilitate social interactions.
Ability to locate the main inland fishing grounds in Kenya.	Learner locates the main inland fishing grounds in Kenya with details.	Learner locates the main inland fishing grounds in Kenya.	Learner locates main inland fishing grounds in Kenya omitting minor details.	Learner locates main inland fishing grounds in Kenya omitting major details.
Ability to locate game reserves and national parks in Kenya.	Learner locates the main game reserves and national parks in Kenya without errors and provides direction.	Learner locates the main game reserves and national parks in Kenya.	Learner locates some of the main game reserves and national parks in Kenya with few errors.	Learner locates the main game reserves and national parks in Kenya with many errors.

Ability to illustrate and apply safety precautions in using means of transport.	Learner illustrates and applies safety precautions in using means of transport in varied contexts.	Learner illustrates and applies safety precautions in using means of transport.	Learner illustrates and applies safety precautions in using means of transport in somewhat contexts.	Learner illustrates and applies safety precautions in using means of transport in limited contexts
Ability to illustrate the modern means of communication used in their community.	Learner illustrates modern means of communication used in their community in detail.	Learner illustrates modern means of communication used in their community.	Learner illustrates modern means of communication used in their community leaving out minor details.	Learner illustrates modern means of communication used in their community leaving out major details.

STRAND 4.0 POLITICAL SYSTEM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Political Systems</p>	<p>4.1 Traditional Leaders in Kenya</p> <ul style="list-style-type: none"> • <i>Kivoi wa Mwendwa</i> • <i>Mekatilili wa Menza</i> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to traditional leaders in Kenya, b) outline the leadership qualities of the selected traditional leaders in Kenya, c) illustrate the contributions of selected traditional leaders in the Kenya, d) recognize the role of traditional leaders in the community. 	<ul style="list-style-type: none"> • Learners are guided to identify, fingerspell and sign terms related to traditional leaders in Kenya (tradition, leader, Kivoi wa Mwendwa and Mekatilili wa Menza distance trader, prophetess, chief, military leader). • Learners are guided in groups to observe pictures of selected traditional leaders in Kenya using appropriate media. • Learners are guided in groups to use digital or print resources to find out and discuss using signs and write down the contributions of selected traditional leaders in Kenya. • Learners are guided in groups to discuss and illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays 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 collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya. • The learner is guided to draw, colour and 	<p>Why are traditional leaders important in the community?</p>

			display in class pictures of selected traditional leaders for peer assessment.	
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Core Competencies to be developed:

- Communication and Collaboration: speak and sign clearly and actively and show understanding of other people’s perspective as learners discuss the contributions of selected traditional leaders in Kenya.
- Learning to learn: develop self-discipline as learners work collaboratively as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya.

Values:

- Unity: enhance cooperation as learners gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya.
- Patriotism: show dedication as learners illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays in class.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: develop ethnic and racial relationships as learners discuss the contributions of selected traditional leaders in Kenya.
- Social Cohesion: understand the ethnic diversity of traditional leaders in Kenya as learners illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class.

Links to other learning areas:

- English and Kenya Sign Language: learners apply language skills as they discuss and illustrate the differences and similarities between the selected traditional leaders in Kenya.
- Creative Arts: learners relate to skills acquired in Creative Arts as they draw, colour and display in class pictures of selected traditional leaders.

Suggested Learning Resources:

pictures or portraits of the selected African traditional leaders, drawing material, print resources, digital devices, charts, approved textbooks, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Political Systems	4.2 Early forms of Government in Kenya <ul style="list-style-type: none"> • <i>Maasai</i> • <i>Ameru</i> (5 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to early forms of government, b) describe early forms of government among selected communities in Kenya, c) compare early forms of government of the Maasai and Ameru, d) apply best practices from the early forms of government among selected communities in Kenya to modern governance e) appreciate the importance of early forms of governance in Kenya. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to early forms of government. (<i>Maasai, Ameru, council of elders, warriors, clan,</i>). ● Learners are guided to brainstorm on forms of leadership in their community and share in class. ● Learners are guided in pairs, to use digital or print resources to describe early forms of government among the Maasai and Ameru. ● Learners are guided to find out from the library or relevant sources the early forms of government among the Maasai and Ameru and present their findings in class. ● The learner is guided to develop a chart to illustrate the differences and similarities in early forms of government among the Maasai and the Ameru and display them in class. ● The learner is guided to journal on what they have learnt about early forms of government among the Maasai and the Ameru. ● Learners are guided to role play early forms of government among the Maasai or the Ameru. 	How were communities ruled in the past?

Core Competencies to be developed

- Digital literacy: communicating effectively in digital media and space as learners use digital resources to describe early forms of government among the Maasai and Ameru.
- Creativity and Imaginations: showing originality as learners role play early forms of government among the Maasai or the Ameru.

Values:

- Responsibility: engages in assigned roles and duties as learners create a simple journal on what they have learnt about early forms of government among the Maasai and the Ameru.
- Respect: appreciate diverse opinion as learners brainstorm in pairs on forms of leadership in their community and share in class.

Pertinent and Contemporary Issues:

- Learner Support Programmes: engaging in civic guidance as learners use appropriate media to describe early forms of government among the Maasai and Ameru.
- Social cohesion: as learners role- play early forms of government among the Maasai or the Ameru.

Links to other Learning Areas:

- Creative Arts: learners relate to skills acquired in Creative Arts as they role play early forms of government among the Maasai or the Ameru.
- English and Kenya Sign Language: learners brainstorm in pairs on forms of leadership in their community and share in class.

Suggested Learning resources:

Drawing material, print resources, digital devices, charts, adapted textbooks, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Political Systems	4.3 Citizenship in Kenya (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to citizenship in Kenya, b) state how one becomes a citizen in Kenya, c) explain the requirements for dual citizenship in Kenya, d) demonstrate good citizenship for personal and social wellbeing, e) appreciate being a good citizen in the community. 	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to citizenship in Kenya (citizenship, dual citizenship, birth certificate, passport, identity card, police clearance certificate). ● Learners are guided in groups to use digital resources or print media to find out ways of becoming a Kenyan citizen and share in class. ● Learners are guided in groups to brainstorm ways of becoming a Kenyan citizen and share in class. ● Learners are guided in pairs to discuss using signs the requirements for dual citizenship in Kenya 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 discuss using signs ways in which one may lose Kenyan citizenship and present in class. (Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) ● The learner is guided to write an essay on what may happen if one lost Kenyan citizenship. 	How do you show patriotism to your country?

			<ul style="list-style-type: none"> ● Learners are guided in groups to compose, recite and sign poems on Kenyan citizenship. ● Learners are guided in groups to sing/sign-sing songs on good Kenyan Citizenship. ● Learners are guided in groups to develop communication messages on good citizenship and share with others in school. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: self-drive as learners discuss in groups, ways in which one may lose Kenyan citizenship and present in class. ● Citizenship: intergroup communication skills for promotion of peaceful coexistence as learners develop communication messages on good citizenship and share with others in school. 				
<p>Values</p> <ul style="list-style-type: none"> ● Social Justice: democracy as learners create and recite poems on Kenyan citizenship. ● Integrity: self-discipline as learners discuss in groups, ways in which one may lose Kenyan citizenship and present in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness: learners enhance patriotism as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class. ● Peace Education: learners acknowledge self and others as Sing songs on good Kenyan Citizenship. 				
<p>Links to other learning area</p> <ul style="list-style-type: none"> ● Creative Arts: learners apply skills acquired in Creative Arts as they sing and sign sing songs on good Kenyan Citizenship. 				
<p>Suggested Learning Resources: digital devices, KSL Dictionary, print media, charts, approved textbooks,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p>4.4 The National Government in Kenya</p> <ul style="list-style-type: none"> • <i>The Executive,</i> • <i>The Legislature</i> • <i>The Judiciary</i> <p>(4 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to the national government in Kenya, b) describe the three arms of the National Government in Kenya, c) illustrate the three arms of National Government in Kenya, d) desire to participate in national governance in the country. 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to the national government. (government, legislature, executive, judiciary, president, chief justice) • Learners are guided to brainstorm on the three arms of National Government in Kenya and share in class (The Executive, The Legislature and The Judiciary). • Learners are guided to use print or digital resources to identify the three arms of government and list them down. • Learners are guided to use print and digital resources to find out and outline the composition of the National Government in Kenya and share in class. • The learner is guided to illustrate and display in class the composition of the three arms of the National Government in Kenya. • Learners are guided in groups, to find out from print or digital resources and discuss the functions of the three arms of the National Government in Kenya. • Learners are guided to respond to a worksheet on the functions of the three arms of National Government and share their experiences. 	<p>How is work shared among the three arms of the Government in our country?</p>

Core Competencies to be developed:

- Citizenship: engage effectively with others as learners find out in groups the composition of the three arms of government in Kenya using relevant sources.
- Creativity and Imagination: undertake tasks that help as learners illustrate and display in class the composition of the three arms of National Government in Kenya.

Values:

- Responsibility: engages in assigned roles and duties as learners find out in groups, the composition of the three arms of government in Kenya using relevant sources.
- Unity: appreciate effort of others as learners discuss, in groups functions of the three arms of National Government in Kenya.

Pertinent and contemporary Issues:

- Patriotism and good governance: good governance at all levels as learners Illustrate and display in class the composition of the three arms of National Government in Kenya.
- Peace Education: learners appreciate similarities and differences amongst themselves as they brain storm in groups the three arms of National Government in Kenya and share in class. (The Executive, the Legislature and the Judiciary).

Links to other learning areas:

English and Kenya Sign Language: learners apply the skills of effective communication and signing as they discuss the functions of the three arms of National Government in Kenya.

Suggested Learning Resources:

print and digital resources, approved textbooks, resource person,

Suggested Assessment Rubric

Level Indicator		Meeting Expectations	Approaching Expectations	Below Expectations
Ability to sign terms related to political systems.	Signs clearly and with proper articulation, terms related to political systems.	Signs terms related to political systems.	Signs some terms related to political systems.	Signs a few terms related to political systems.
Ability to illustrate contributions of selected traditional leaders in the Kenya,	Illustrates all the contributions of selected traditional leaders in the Kenya in detail	Illustrates contributions of selected traditional leaders in the Kenya, giving most of the details	illustrates contributions of selected traditional leaders in the Kenya with minor omissions	illustrate contributions of selected traditional leaders in the Kenya leaving out most details
Ability to compare early forms of Government of the <i>Ameru</i> and the <i>Maasai</i> .	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> giving all specific details	Learner compares early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> with major details	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> leaving out minor details.	Learner compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> leaving out major details.
Ability to explain the requirements for dual citizenship in Kenya.	Learner explains the requirements for dual citizenship in Kenya under different contexts.	Learner explains the requirements for dual citizenship in Kenya.	Learner explains some of the requirements for dual citizenship in Kenya but mixes up minor ideas.	Learner explains the requirements for dual citizenship in Kenya but mixes up major ideas..

STRAND 5.0 GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (K.I.Q)
5.0 Governance	5.1 National unity in Kenya <ul style="list-style-type: none"> • <i>National Symbols</i> • <i>National Days</i> • <i>National languages</i> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to national unity in Kenya, b) identify national symbols in Kenya, c) explain factors which promote national unity in Kenya, d) illustrate ways of overcoming challenges of national unity, e) develop national awareness to enhance cohesion among diverse communities, f) embrace a sense of nationhood and patriotism for harmonious living 	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to national unity. (national unity, coat of arms, public seal, national flag) • Learners are guided in pairs to use digital or print resources to find out the national symbols in Kenya. • The learner is guided to draw and colour the national symbols in Kenya and display. (The Coat of arms. The national flag and the Public Seal). • Learners are guided in groups to they write down and sing/sign the three stanzas of the National anthem of Kenya. • Learners are guided in groups to brainstorm on factors which promote national unity in Kenya (National Symbols, National Days and National languages) • Learners are guided to use print or electronic media to establish 	<p>How can we promote National unity in our country?</p>

			<p>factors which promote national unity in Kenya.</p> <ul style="list-style-type: none"> • Learners are guided to conduct a library research to find out ways of overcoming challenges of national unity and outline them on a chart. • The learner is guided to find out from parents/ guardians or elders about the National days in Kenya and write a report and share in class. • Learners are guided to compose and sing and sign sing songs on national unity. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: understand the impact of person’s rights and responsibilities in society as learners brainstorm on the factors which promote national unity in Kenya (National Symbols, National Days and National languages). • Creativity and Imagination: undertake tasks that encourage artistic expression of ideas as learners draw and color the national symbols in Kenya using the locally available materials. (The Coat of arms. The national flag and the Public Seal). 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: learners love their own country as they compose, sing and sign sing songs on national unity. • Unity: learners display team spirit as think pair and share national symbols in Kenya. (The Coat of arms. The national flag, the national anthem and the Public Seal). 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Social Cohesion: cohesiveness as learners brainstorm on the factors which promote national unity in Kenya (National Symbols, National Days and National languages). • Patriotism and Good Governance: learners demonstrate patriotism as they sing and write down the three stanzas of the National 				

anthem of Kenya.

Links to other learning area:

- Creative Arts: learners apply skills acquired in Creative Arts as they sign sing and write down in groups, the three stanzas of the National anthem of Kenya.
- English and Kenya Sign Language: learners relate to writing skills in languages as they write a report and share in class about national days in Kenya.

Suggested Learning Resources:

adapted textbooks, digital devices, print resources, drawing materials, resource persons, KSL Dictionary,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question (KIQ)
	<p>5.2 Human Rights</p> <p>(2 Lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) sign terms related to human rights,</p> <p>b) identify the basic human rights in Kenya,</p> <p>c) explain the importance of human rights in society,</p> <p>d) create awareness on the importance of respecting human rights in society,</p> <p>e) apply assertiveness to protect human rights in society,</p> <p>f) appreciate the importance of respecting human rights in society.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to Human Rights. ● Learners are guided in groups to brainstorm on the meaning of Human Rights and share in class, ● Learners are guided in groups to use digital or print resources to identify and discuss the basic human rights in Kenya using appropriate media and share in class. ● Learners are guided in groups to discuss the importance of human rights in society and do class presentations.((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 engage with a resource person on the importance of human rights and write a report. ● Learners are guided in groups to recite poems and sing/sign-sing songs on the importance of human rights in society. ● Learners are guided in groups to develop posters to create awareness on the importance of respecting human rights in society. 	<p>Why is it important to respect human rights?</p>
<p>Core Competencies to be developed:</p>				

- Creativity and Imagination: undertake tasks that will enable them to come up with new ideas they identify the basic human rights in Kenya using appropriate media and share in class.
- Learning to learn: learners are motivated to learn as they engage with a resource person on the importance of human rights and write a report.

Values:

- Unity: respect other people’s opinion as learners discuss in groups the importance of human rights in society and do class presentations.
- Respect: value human dignity as learners identify the basic human rights in Kenya using appropriate media and share in class.

Pertinent and contemporary Issues:

- Human Rights and Responsibilities: enhance understanding of children’s rights as learners identify the basic human rights in Kenya using appropriate media and share in class.
- Social Cohesion: work harmoniously as learners develop posters to create awareness on the importance of respecting human rights in society.

Links to other learning area:

- Creative Arts: learners apply skills acquired in Creative Arts as they develop posters to create awareness on the importance of respecting human rights in society.
- English, Kiswahili and Kenya Sign Language: learners apply language skills as they discuss in groups the importance of human rights in society and do class presentations.

Suggested Learning Resources:

posters, adapted textbooks, digital resources, KSL Dictionary, resource person,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question (KIQ)
	<p>5.3 Democracy in Society</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) sign terms related to democracy,</p> <p>b) identify types of democracy in Kenya,</p> <p>c) explain benefits of democracy in society,</p> <p>d) practice democracy in governance in the in community,</p> <p>e) desire to promote democracy in society.</p>	<ul style="list-style-type: none"> • The learner is guided to identify, fingerspell and sign terms related to democracy (democracy, direct democracy, indirect democracy, representative democracy) • Learners are guided in pairs to brainstorm on and sign the meaning of the term democracy and share in class. • Learners are guided to use print or digital resources to find out types of democracy in Kenya and write short notes. • Learners are guided in groups to discuss and list the benefits of democracy in society.((Ensure learners are seated in a position that enables them all to observe each other clearly as they sign) • The learner is guided to engage with a resource person on the benefits of democracy in society. • Learners are guided in pairs, to find out more about the benefits of democracy in society and share in class. • Learners are guided to develop posters on benefits of democracy in society. • Learners are guided to recite and sign poems and sing and sign sing songs on the importance of democracy in society. 	<p>What is the work of Government in our country?</p>
<p>Core Competencies to be developed:</p>				

- Digital Literacy: digital technology skills as learners use digital resources to find out types of democracy in Kenya.
- Learning to learn: develop relations as learners discuss in groups and list the benefits of democracy in society.

Values:

- Respect: accommodating each others as learners brainstorm, in pairs to understand the meaning of democracy.
- Responsibility: offering leadership and guidance to others as learners discuss in groups and list the benefits of democracy in society.

Pertinent and contemporary Issues:

- Peace Education: contribute to peace building as learners recite poems / sign sing songs on the importance of democracy in society.
- Human rights and Responsibilities: identify themselves as learners find out more about benefits of democracy in society using digital or print resources.

Links to other learning area:

- Creative Arts: learners relate to skills acquired in Creative Arts as they recite poems /sing songs on the importance of democracy in society.

Suggested Learning Resources:

print and digital resources, approved textbooks, resource person, posters, KSL Dictionary,

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to governance	Signs clearly and with proper articulation, terms related to governance	Signs terms related to governance	Signs some terms related to governance	Signs a few terms related governance
Ability to explain factors which promote national unity in Kenya.	Explains factors which promote national unity in Kenya with examples.	Explains factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya with assistance.
Ability to explain the importance of human rights in society.	Explains the importance of human rights in society with details.	Explains the importance of human rights in society.	Explains the importance of human rights in society leaving out some details.	Explains the importance of human rights in society with scanty information.
Ability to identify types of democracy in Kenya.	Identifies types of democracy in Kenya with details.	Identifies types of democracy in Kenya.	Identifies types of democracy in Kenya leaving out some details.	Identifies some types of democracy in Kenya leaving out many details.
Ability to explain benefits of democracy in society	Explains benefits of democracy in society with examples.	Explain benefits of democracy in society	Explains some benefits of democracy in society.	Explain some benefits of democracy in society with inaccuracies.
Ability to illustrate the national symbols using locally available materials,	Illustrates the national symbols using locally available materials well labelled.	Illustrates the national symbols using locally available materials.	Illustrates the national symbols using locally available materials with minor inaccuracies.	Illustrates the national symbols using locally available materials with major inaccuracies.
Ability to create awareness on the importance of respecting	Creates awareness on the importance of respecting human rights in society	Creates awareness on the importance of respecting human	Creates awareness on the importance of respecting human rights in society	Creates awareness on the importance of respecting human rights

human rights in society.	consistently.	rights in society.	with some inconsistencies.	in society with a lot of inconsistencies.
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The following table shows suggested assessment methods and non-formal activities to support learning.

Strand	Sub-Strands	Suggested Assessment Methods	Non-Formal Activities
1.0 Natural and Historic Built Environments	1.1 Elements of a map	a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work	1. Drawing sketch maps and indicating the key elements. 2. Practicing reading and interpreting maps using the key elements
	1.2 Location, Position and Size of Kenya.	e) Oral/signed Questions f) Teacher-made tests g) Observation h) Project Work	1. Drawing, colouring and displaying the map of Eastern Africa in class. 2. Playing games in groups on position and sizes of countries in Eastern Africa. 3. Drawing latitudes and longitudes on a sketch map of Eastern Africa.
	1.3 Main physical features in Kenya.	a) Oral/signed /signed Questions b) Teacher-made tests c) Observation d) Project Work	1. Drawing a map of Eastern Africa and locating the main physical features and display in class. 2. Exploring and identifying the physical features within the locality.
	1.4 Weather and Climate in Kenya	a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work	1. Model a map of Kenya showing the main climatic regions. 2. Use appropriate media to find out how climate influence human activities and share

			in class
	1.5 The Built Environments	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	<ul style="list-style-type: none"> 1. Visit a nearby historic built environment to learn about the past and write a report. 2. Create and recite poems on the importance of historic built environments in Eastern Africa.
2.0 People, Population and Social Organizations	2.1 Language groups in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation 	<ul style="list-style-type: none"> 1. Debate on the stories and myths of origin, movement and settlement of different language groups. 2. Do library research and write down the communities in Kenya according to selected language groups.
	2.2 Population distribution in Eastern Africa	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation 	<ul style="list-style-type: none"> 1. Draw a map of Kenya in pairs, and locate areas of high and low population density. 2. Share with parents /guardians the effects of high population density in Kenya.
	2.3 Culture and Social Organization of the African traditional education	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation 	<ul style="list-style-type: none"> 1. Develop posters on aspects of African traditional culture that ought to be preserved. 2. Sing songs on aspects of African traditional culture that ought to be preserved.
	2.4 School administration	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation 	<ul style="list-style-type: none"> 1. Role-play duties of administrative leaders in a school. 2. Draws the administrative structure of the school.

3.0 Resources and Economic Activities in Kenya.	3.1 Resources in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	<ul style="list-style-type: none"> 1. Draws the map of Kenya and locate where resources are found in Kenya. 2. Identify, plan and undertake an economic activity of
	3.2 Farming methods	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Create communication messages on importance of subsistence and small-scale farming
	3.3 Dairy farming in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	<ul style="list-style-type: none"> 1. Draw a map of Kenya and locate areas where dairy farming is practiced. 2. Create posters on importance of dairy farming
	3.4 Horticulture in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	<ul style="list-style-type: none"> 1. Draw a map of Kenya and locate areas where horticulture farming is practiced. 2. Create posters on the contribution of horticulture to the economy of Kenya.

	3.5 Mining in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Create posters on possible solutions to problems facing mining in Kenya
	3.6 Fishing in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community.
	3.7 Wildlife and Tourism in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	<ol style="list-style-type: none"> 1. Develop charts on challenges and solutions associated with tourism 2. Write essays on ways of promoting tourism in Eastern Africa 3. Visit a nearby tourist attraction site and write a report
	3.8 Transport in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Create posters on ways of observing road safety in Kenya to reduce road accidents.

	3.9 Communication in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Create posters on modern means of communication used in Kenya.
4.0 POLITICAL SYSTEMS	4.1 Traditional Leaders in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Find out from your parent/guardian or elders how communities were ruled in the past
	4.2 Early forms of Government in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation. d) Project Work 	Role play early forms of government among selected communities in Kenya.

	4.3 Citizenship in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Develop communication messages on good citizenship and share with others in school.
	4.4 The National Government in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Illustrate and display in school the composition of the three arms of National Government in Kenya
5.0 Governance	5.1 National unity in Kenya	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Draw and colour the national symbols in Kenya using the locally available materials.
	5.2 Human rights	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Develop posters to create awareness on the importance of respecting human rights in society.
	5.3 Democracy in Society	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work 	Compose and recite poems /sing songs on the importance of democracy in society.

