



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 6

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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ISBN

Published and printed by Kenya Institute of Curriculum

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 6 curriculum designs build on competencies attained by learners at Grade 5. 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
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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 6 curriculum furthers implementation of the CBC from Grade 5. *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 f implementation. . This level is very critical in the realization 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 6 and prepare them for smooth transition to *grade 7*. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 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 6 and preparation of learners for with Hearing Impairments transition to *Grade 7*.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

Education should prepare a learner with requisite competences 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.

3. 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/signed 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/signed 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

By the end of primary education level, 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/signed 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:

- a) understand, use and manage the immediate environment for individual and national development,
- b) recognise and understand the need for, and importance of interdependence of people and nations,
- c) acquire competencies to analyse population issues to improve quality of life,
- d) understand and respect own and other people's culture for sustainable social interactions,
- e) respect and appreciate human diversity to promote social cohesion and integration,
- f) understand and appreciate human rights and civic responsibility for attainment of social justice,
- g) apply acquired competencies in solving environmental challenges for sustainable development,
- h) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- i) understand the system of governance in Kenya and be willing to participate in its processes.

STRAND: 1.0 NATURAL AND THE BUILT ENVIRONMENTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Natural And the Built Environments</p>	<p>1.1 Position and Size of Countries in Eastern Africa (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) sign terms related to the location, position and size of countries in Eastern Africa,</p> <p>b) identify the countries of Eastern Africa on a map,</p> <p>c) describe the position and size of countries in Eastern Africa,</p> <p>d) use latitudes and longitudes to locate places on a map,</p> <p>e) appreciate the unity of Eastern African countries.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the location, position and size of countries in Eastern Africa. (different countries in Eastern Africa, square, kilometers). ● Learners are guided in groups to brainstorm countries in Eastern Africa on a map, and share in class. ● Learners are guided in groups to locate the position of countries in Eastern Africa using an atlas/appropriate media. ● Learners are guided in groups to use digital devices to establish the sizes in square kilometers of countries in Eastern Africa. ● The learner is guided to draw, color and display the map of Eastern Africa in class. ● Learners are guided in groups to use appropriate media to play games on position and sizes of countries in Eastern Africa, ● Learners are guided in groups to brainstorm on the difference between latitudes and longitudes and share in class. ● In pairs, learners are guided identify latitudes and 	<ol style="list-style-type: none"> 1. How would we describe the position of countries in Eastern Africa? 2. How do we locate places on a map?

			<p>longitudes of Eastern Africa using appropriate media and share in class.</p> <ul style="list-style-type: none"> ● The learner is guided to draw latitudes and longitudes on a sketch map of Eastern Africa. ● Learners are guided in groups to practice locating places on a map using latitudes and longitudes using appropriate media. ● In groups, learners are guided to play computer games on latitudes and longitudes. ● Learners are guided in groups to sing/sign-sing the East African Community Anthem. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: learners communicate ideas with confidence as they play games in groups on position and sizes of countries in Eastern Africa. ● Communication and collaboration: learners contribute to group decision making as they locate in groups the position of countries in Eastern Africa using an atlas/appropriate media. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: learners realize their sense of loyalty, social and moral/signed duties as they sing/sign sing the East African Community Anthem. ● Respect: learners appreciate diverse opinions as they brainstorm in groups on the difference between latitudes and longitudes. 				
<p>Pertinent and contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical Thinking: learners build their critical thinking skills as they brainstorm in groups on the difference between latitudes and longitudes. ● Citizenship: learners demonstrate patriotism as they sing/sign-sing the East African Community Anthem. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Science and technology: learners play computer games on latitudes and longitudes. ● Creative Arts: Learners apply skills learnt in creative arts as they draw latitudes and longitudes on a sketch map of Eastern Africa. 				

Suggested Learning Resources

East Africa Map (print or electronic) Internet sources, Vetted digital resources, educational computer games, adapted learners' book, Atlas, the globe,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>1.2Main physical features in Eastern Africa (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 main features in Eastern Africa,</p> <p>b) identify the main physical features in Eastern Africa on a map,</p> <p>c) describe the formation of the main physical features of Eastern Africa,</p> <p>d) draw a map of Eastern Africa and label the main physical features, value the physical features within the locality.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the main features of Eastern Africa. (physical features, mountains (Volcanic and block rift Valleys, lakes, plains). ● In pairs, learners are guided to carry out activities as they brainstorm the main physical features in Eastern Africa. ● In groups, learners are guided to identify and discuss the main physical features in Eastern Africa, Mountains (Volcanic and block Rift Valleys, Lakes Plains) (Guide learners to adopt a sitting arrangement where learners can observe each other clearly as they sign) ● Learners are guided in groups to use digital devices to describe the formation of the main physical features in Eastern Africa. ● Learners are guided in groups to use an atlas to locate the main physical 	<p>1. How can we conserve physical features that are found in our locality?</p> <p>2. Why are physical features important?</p>

			<p>features in Eastern Africa.</p> <ul style="list-style-type: none"> ● Learners are guided in groups to discuss ways of conserving the physical features within the locality.(guide the learners to sit in a way they can see each other clearly as they discuss) ● Learners are guided in groups to draw a map of Eastern Africa, locate the main physical features, and display in class. ● In groups, learners are guided to explore and identify the physical features within the locality. (Pair learners who are deaf with learners who are hard of hearing. Guide the learners prepare their tools of data collection prior to the exploration. During exploration ensure learners observe safety measures and that are appropriately accompanied) 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: learners carry out activities as they brainstorm in pairs the main physical features in Eastern Africa. ● Digital Literacy: learners develop digital citizenship as they use digital devices to describe the formation of the main physical features in Eastern Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learner displays team spirit they discuss in groups, and identify the main physical features in Eastern Africa ● Integrity: Learners display discipline as they use digital devices to describe the formation of the main physical features in Eastern Africa. 				

Pertinent and contemporary issues (PCIs):

- Environmental Education: learners discuss ways of conserving the physical features within the locality to promote environmental education.
- Cooperation and Unity: Task oriented grouping as learners discuss in groups and identify the main physical features in Eastern Africa

Links to other Learning Areas:

- Creative Arts: Learners apply skills learnt in creative arts as they draw a map of Eastern Africa, locate the main physical features, and display in class.
- English, Kiswahili and Kenyan sign language: Learners use language skills learnt in English, Kiswahili and Kenyan sign language as they brainstorm, in pairs the meaning of a physical feature.

Suggested Learning Resources

Local and extended environment, print and electronic maps, photographs and pictures of physical features, internet sources, vetted digital resources, adapted learners' book and other printed resources,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>1.3 Climatic regions in Eastern Africa</p> <p>(5 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) signs terms related to the main climatic regions in Eastern Africa,</p> <p>b) identify the main climatic regions in Eastern Africa on a map,</p> <p>c) describe characteristics of the main climatic regions in Eastern Africa,</p> <p>c) explain ways in which climate influences human activities in Eastern Africa,</p> <p>d) acknowledge the main climatic regions in Eastern Africa.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the main climatic regions of Eastern Africa. (climate, the different climatic regions) ● Learners are guided in pairs to brainstorm the climatic regions in Eastern Africa and present to the rest of the class. ● Learners are guided in groups to locate the main climatic regions in Eastern Africa on a map. ● Learners are guided in groups to discuss the characteristics of climatic regions in Eastern Africa and do class presentations. .(guide the learners to sit in a way they can see each other clearly as they discuss and do class presentations) ● The learner is guided to draw the main climatic regions of Eastern Africa. ● Learners are guided in groups to model a map of Eastern Africa 	<p>How can climate influence our day to day activities?</p>

			<p>showing the main climatic regions.</p> <ul style="list-style-type: none"> The learner is guided to compose and recite/sign poems that address effects of climatic change on human activities. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> Digital literacy: learners observe safety precautions and practices as they use digital devices/print resources to draw the main climatic regions of Eastern Africa Communication and collaboration: learners speaking and signing skills are enhanced as they engage each other by using facts and examples to support their own opinion in groups on the characteristics of climatic regions in Eastern Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> Social justice: learners accord equal opportunities in sharing responsibilities as they compose poems that address effects of climatic change on human activities Love: learners portray a caring attitude as they use digital devices to find out how climate influences human activities 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> Disaster Risk Reduction: learners are equipped with knowledge on disaster risk reduction as they compose poems that address effects of climatic change on human activities Decision making: learners are able to make choices as they use digital/print media to find out how climate influences human activities 				
<p>Links to other Learning areas:</p> <ul style="list-style-type: none"> English, Kiswahili and Kenya Sign Language: learners apply language skills learnt in English, Kiswahili and Kenya Sign Language as they recite poems on the importance of historic built environments. Creative Arts: learners relate to skills learnt in creative Arts as they model a map of Eastern Africa showing the main climatic regions 				
<p>Suggested Learning Resources</p> <p>Local and extended environment, print and electronic maps, photographs and pictures of different climatic regions, Internet sources, vetted digital resources, adapted learner’s book and other printed resources,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>1.4 Vegetation in Eastern Africa</p> <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 main types of vegetation in Eastern Africa,</p> <p>b) identify the main types of vegetation in Eastern Africa on a map,</p> <p>c) draw a map of Eastern Africa and label the main types of vegetation,</p> <p>d) describe the characteristics of the main types of vegetation in Eastern Africa,</p> <p>e) explain ways of conserving vegetation in the environment,</p> <p>f) value vegetation found at home and school.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign the main types of vegetation in Eastern Africa (mountain, tropical rainforest, savanna, swamp, mangrove, desert and semi desert). ● Learners are guided in pairs to brainstorm the main types of vegetation in Eastern Africa, and share in class. ● The learner is guided to draw a map of Eastern Africa indicating the main types of vegetation in Eastern Africa and display in class. ● Learners are guided in groups to use digital devices/print media to locate the main vegetation types in Eastern Africa. ● Learners are guided in groups to discuss the characteristics of the main types of vegetation in Eastern Africa and share in class. (Guide learners to sit in a position where they can see each other clearly as they discuss) ● Learners are guided in groups to identify and discuss ways of conserving vegetation. (Guide learners to sit in a position where 	<p>How can we conserve vegetation in our environment?</p>

			<p>they can see each other clearly as they discuss)</p> <ul style="list-style-type: none"> • The learner is guided to carry out activities on conservation of vegetation within the locality. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Learners observe and communicate as they follow simple instructions to locate the main vegetation types in Eastern Africa using digital devices. • Self-Efficacy: Learners identify general features in their locality as they plan and carry out activities on conservation of vegetation within the locality, 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners show hard work as they plant and care for vegetation school. • Peace: Learners respect self and others as they discuss, in groups to describe the characteristics of the main types of vegetation in Eastern Africa. 				
<p>Link to Pertinent and contemporary issues (PICs):</p> <ul style="list-style-type: none"> • Environmental education: learners practise environmental awareness as they plan and write down, in groups, how they will conserve vegetation within the school compound. • Patriotism: learners demonstrate patriotism as they plan and carry out activities on conservation of vegetation in their locality. 				
<p>Links to other Learning areas:</p> <ul style="list-style-type: none"> • Agriculture and Nutrition: learners relate to skills learnt in Agriculture and Nutrition as they plant and care for vegetation at school. • Creative arts: learners apply skills learnt Creative Arts as they draw and display in class a map indicating the main types of vegetation in Eastern Africa. 				
<p>Suggested Learning Resources Local and extended environment, print and electronic maps, photographs and pictures, internet sources ,vetted digital resources, adapted learners’ book and other printed resources,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>1.5 Historic Built Environments in Eastern Africa</p> <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 historic built environments in Eastern Africa,</p> <p>b) identify the main historic built environments in Eastern Africa on a map,</p> <p>c) describe the importance of the main historic built environments in Eastern Africa,</p> <p>d) demonstrate ways of conserving historic built environments in Eastern Africa,</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign historic built environments in Eastern Africa (Museums, Monuments and historical buildings) ● Learners are guided in groups to use digital/print resources to identify the historic built environments in Eastern Africa. (Museums, Monuments and historical buildings) ● Learners are guided in groups to discuss the importance of the main historic built environments in Eastern Africa.(Guide learners to sit in a position where they can see each other clearly as they discuss) ● Learners are guided in groups to compose and recite/sign poems on the ways of conserving historic built environments in Eastern Africa. ● Learners are guided to engage with a resource person to learn about the importance of historic built environments in Eastern Africa. (In event the resource person is not conversant with sign language) 	<p>Why should we conserve the historic built environments?</p>

		e) value historic built environments in Eastern Africa within the locality.	<ul style="list-style-type: none"> Learners are guided in groups to create a cultural corner in school for preservation of culture. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: learners connect with technology as they use digital/print resources to identify the historic built environments in Eastern Africa Self-efficacy: learners practice self-drive as they compose and recite poems on the importance of historic built environments in Eastern Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> Social justice: Learners foster inclusivity and non-discrimination as they create and recite poems on the importance of historic built environments in Eastern Africa. Respect: learners understand and appreciate others as they engage with a resource person to learn about the importance of historic built environments in Eastern Africa. 				
<p>Pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> Assertiveness: learners practice assertiveness as they collect artifacts and create a cultural corner in school. Human rights and responsibilities: learners enhance cohesiveness as they visit a nearby historic built environment to learn about the past and write a report. 				
<p>Links to other Learning areas:</p> <ul style="list-style-type: none"> English, Kiswahili and KSL: learners use language skills as they recite poems on the importance of historic Creative Arts: learners create and recite poems on the importance of historic built environments in Eastern Africa. 				
<p>Suggested Learning Resources</p> <p>Local and extended environment, print and electronic maps, photographs and pictures(Artefacts, Museum, Monuments, Cultural and historical sites), internet sources, vetted digital resources, adapted textbooks and other printed resources,</p>				

ASSESSMENT RUBRICS				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related Natural And the Built Environments	Signs clearly and with proper articulation terms related to Natural And the Built Environments.	Signs terms related to Natural And the Built Environments.	Signs some terms related to Natural And the Built Environments.	Signs a few terms related to Natural And the Built Environments.
Ability to describe the position and size of countries in Eastern Africa.	Describes the position and size of countries in Eastern Africa with examples.	Describes the position and size of countries in Eastern Africa.	Describes some of the position and size of countries in Eastern Africa partially.	Describes the position and size of countries in Eastern Africa with prompts.
Ability to describe the formation of the main physical features of Eastern Africa	Describes the formation of the main physical features of Eastern Africa with all details.	Describes the formation of the main physical features of Eastern Africa.	Describes the formation of the main physical features of Eastern Africa with some details.	Describes the formation of the main physical features of Eastern Africa with few details.
Ability to describe characteristics of the main climatic regions in Eastern Africa.	Describes characteristics of the main climatic regions in Eastern Africa with accuracy.	Describes characteristics of the main climatic regions in Eastern Africa.	Describes characteristics of the main climatic regions in Eastern Africa with some level of accuracy	Describes characteristics of the main climatic regions in Eastern Africa with few instances of accuracy..

Ability to explain ways in which climate influences human activities in Eastern Africa.	Explains ways in which climate influences human activities in Eastern Africa with all the details.	Explains ways in which climate influences human activities in Eastern Africa.	Explains ways in which climate influences human activities in Eastern Africa with some details.	Explains ways in which climate influences human activities in Eastern Africa with few details.
Ability to explain ways of conserving vegetation in the environment.	Explains all the ways of conserving vegetation in the environment with examples.	Explains ways of conserving vegetation in the environment.	Explains some of the ways of conserving vegetation in the environment.	Explains fewer of the ways of conserving vegetation in the environment.
Ability to explain ways of conserving vegetation in the environment.	Explains all the ways of conserving vegetation in the environment with examples.	Explains ways of conserving vegetation in the environment.	Explains some of the ways of conserving vegetation in the environment.	Explains fewer of the ways of conserving vegetation in the environment.
Ability to describe the importance of the main historic built environments in Eastern Africa.	Describes the importance of the main historic built environments in Eastern Africa with all examples.	Describes the importance of the main historic built environments in Eastern Africa.	Describes the importance of the main historic built environments in Eastern Africa with some examples.	Describes the importance of the main historic built environments in Eastern Africa with fewer examples.

<p>Ability to draw a map of Eastern Africa and label the main types of vegetation.</p>	<p>Draws a map of Eastern Africa and labels all the main types of vegetation.</p>	<p>Draws a map of Eastern Africa and labels the main types of vegetation.</p>	<p>Draws a map of Eastern Africa and labels some of the main types of vegetation.</p>	<p>Draws a map of Eastern Africa and labels few of the main types of vegetation.</p>
<p>Ability to demonstrate ways of conserving historic built environments in Eastern Africa,</p>	<p>Demonstrates ways of conserving historic built environments in Eastern Africa with examples.</p>	<p>Demonstrates ways of conserving historic built environments in Eastern Africa.</p>	<p>Demonstrates ways of conserving historic built environments in Eastern Africa with some examples.</p>	<p>Demonstrates ways of conserving historic built environments in Eastern Africa with fewer examples.</p>

STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 People, Population and Social Organizations</p>	<p>2.1 Language groups in Eastern Africa</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 language groups in Eastern Africa, b) describe the c) classification of communities in Eastern Africa according to language groups, d) explain the reasons for migration of selected language groups into Eastern Africa, e) illustrate the movement and settlement of the selected language groups in Eastern Africa on a map f) describe the effects of the migration and 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign words related to Language groups in Eastern Africa (Nilotes Bantus Cushites, Asians, Europeans, and Semites). ● Learners are guided in groups to exhibit self-discipline as they work collaboratively brainstorm in the classification of communities in Eastern Africa according to language groups, ● Learners are guided in pairs to use digital/print resources to establish the effects of the migration and settlement of selected language groups into Eastern Africa, ● The learner is guided to draw the movement routes followed by the selected language groups on a map of Eastern Africa. ● Learners are guided in groups to discuss the reasons for migration of selected language groups into Eastern Africa. (Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in groups to develop and recite/sign poems and songs with 	<p>Why do people migrate?</p>

		settlement of selected language groups in Eastern Africa. g) appreciate unity of language groups in Eastern Africa	communication messages on the importance of unity among language groups in Eastern Africa.	
Core Competencies: <ul style="list-style-type: none"> • Learning to learn: learners exhibit self-discipline as they work collaboratively to brainstorm in groups the classification of communities in Eastern Africa according to language groups. • Self-efficacy: learners are able to know their language groups as they draw the movement routes followed by the selected language groups on a map of Eastern Africa. 				
Values. <ul style="list-style-type: none"> • Responsibility: learners offer leadership and guidance to others as they find out from parents/guardians and elders about the myths and stories of their origin and share in class. • Unity: Learners appreciate the importance of oneness regardless of individual differences as they discuss in groups the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class. 				
Pertinent and contemporary issues (PICs): <ul style="list-style-type: none"> • Peace Education: learners enhance peace and co-existence as they brainstorm, in groups, on the origins of the selected language groups in Eastern Africa and share in class. • Life skills: learners are able to understand themselves as they do a library research and write down the communities in Eastern Africa. 				
Links to other Learning areas: <ul style="list-style-type: none"> • Creative Arts: learners develop communication messages on importance of unity among language groups in Eastern Africa. • Religious Studies: learners discuss stories of origins of various language groups. 				
Suggested Learning Resources print and electronic maps, photographs, pictures, Internet sources, vetted digital resources, adapted textbooks and other printed resources, the Atlas,				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>2.2 Population distribution in Eastern Africa</p> <p>(3 lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) sign terms related to population distribution in Eastern Africa,</p> <p>b) explain factors influencing population distribution in Eastern Africa,</p> <p>c) locate areas of high and low population density in Eastern Africa on a map,</p> <p>d) explain effects of high population density in Eastern Africa,</p> <p>e) acknowledge population distribution in Eastern Africa.</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to population distribution in Eastern Africa (rural urban migration, economic activities, population, ethnic diversities, urbanization, infrastructure development, agricultural zones). ● Learners are guided in groups to brainstorm, in pairs, on factors influencing population distribution in Eastern Africa and share in class. ● Learners are guided in pairs, draw a map of Eastern Africa and locate areas of high and low population density using digital/print resources. ● Learners are guided in groups to discuss the effects of high population density in Eastern Africa and write a report.(Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in groups to compose a poem on population distribution in Eastern Africa and recite and sign in class. 	<p>Why are some parts of Eastern Africa more populated than others?</p>

			<ul style="list-style-type: none"> • The learner is guided to share with parents /guardians the effects of high population density in Eastern Africa. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: learners network as they undertake group activities and exchange new ideas that inspire creative thinking as they create a poem on population distribution in Eastern Africa. • Digital literacy: learners connect and use the internet and other social media sites and apply as they identify areas of high and low population density in Eastern Africa using appropriate media. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners strive to achieve common goals brainstorm, in pairs on factors influencing population distribution in Eastern Africa and share in class. • Respect: learners appreciate diverse opinions of others as they discuss, in groups, the effects of high population density in Eastern Africa and write a report. 				
<p>Link to Pertinent and contemporary issues (PICs):</p> <ul style="list-style-type: none"> • Conflict resolution: learners will be able to report conflicts witnessed as they discuss, in groups, the effects of high population density in Eastern Africa and write a report. • Social cohesion: learners enhance tolerance and acceptance as they discuss, in groups, the effects of high population density in Eastern Africa and write a report. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Creative Arts: learners draw a map of Eastern Africa and locate areas of high and low population density. • Religious Studies: learners realize the importance of good relationships 				
<p>Suggested Learning Resources Local and extended environment, photographs, pictures, vetted digital resources, adapted textbooks and other printed resources,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>2.3 Culture and Social organization (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 culture and social organization, b) describe age groups and age sets in African traditional society, c) explain the functions of a clan in traditional African society, d) identify aspects of African traditional culture that ought to be preserved, e) desire to uphold aspects of African traditional culture that ought to be preserved. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to culture and social organization (culture, age group, age set, clan, initiation) ● Learners are guided to use print or digital devices to find out the features of age groups and age sets, write them down and share them in class. ● Learners are guided in groups, to discuss the functions of clans in traditional African society. ● The learner is guided to create a poster on aspects of African traditional culture that ought to be preserved. ● Learners are guided to sing and sign sing songs on aspects of African traditional culture that ought to be preserved. 	<p>How would we preserve positive aspects of African traditional culture?</p>

Core Competencies:

- Communication and Collaboration: learners speak and sign clearly as they discuss the functions of clans in traditional African society.
- Creativity and Imagination: learners makes observations as they create posters on aspects of African traditional culture that ought to be preserved.

Pertinent and contemporary issues:

- Social Cohesion: learners demonstrate the importance of living together as they discuss in groups the functions of a clan in society to promote social cohesion.
- Decision making: learners make choices as they sing songs on aspects of African traditional culture that ought to be preserved.

Values:

- Unity: learners display team spirit as they sing songs on aspects of African traditional culture that ought to be preserved.
- Respect: learners appreciate diverse opinion as they brainstorm, in pairs, the meaning of age groups and age sets and share in class.

Links to other Learning areas:

- Creative Arts: learners sing songs on aspects of African traditional culture that ought to be preserved.
- Religious studies: sign sing songs on aspects of African traditional culture that ought to be preserved.

Suggested Learning Resources

Local and extended environment, photographs, pictures, posters, Internet sources, vetted digital resources, adapted textbooks and other ,printed resources, resource persons ,artefacts, museum, monuments, cultural and historical sites,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>2.4 School and Community (3 lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) sign terms related to the school and the community,</p> <p>b) identify ways in which the school collaborates with the community,</p> <p>c) explain the benefits of collaboration between school and the community,</p> <p>d) demonstrate ways in which the school collaborates with the community,</p> <p>d) appreciate the collaboration between the school and community.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to the school and the community. (Head teacher, Deputy Head teacher, senior teacher, class teachers, and students’ leadership). ● Learners are guided in pairs to brainstorm ways in which the school collaborates with the community. ● Learners are guided in groups to discuss benefits of collaboration between the school and the community and present in class.(Guide the learners to sit in a position where they can observe each other clearly as they sign) ● Learners are guided in group to role-play ways in which the school collaborates with the community. 	<p>How can the school collaborate with the community?</p>

Core Competencies

- Self-efficacy: learners practice self-drive as they role-play ways in which the school collaborates with the community to promote self-efficacy.
- Citizenship: learners understand personal and collective responsibility in school as they act out scenarios that depict collaboration between the school and the community.

Values.

- Integrity: learners exhibit fairness as they role-play ways in which the school collaborates with the community to promote self-efficacy.
- Social justice: learners accord equal opportunities in sharing responsibilities as they write an essay on the benefits of collaboration between the school and the community.

Pertinent and contemporary issues

- Negotiation: learners attain and practice basic skills in negotiation as they demonstrate ways in which the school collaborates with the community.
- Leadership: learners promote good leadership as they share experiences on school collaboration with the community.

Links to other Learning areas:

- English, Kiswahili and KSL: learners write an essay on the benefits of collaboration between the school and the community
- Creative Arts: learners role-play ways in which the school collaborates with the community to promote self-efficacy.

Suggested Learning Resources

The school, the immediate environment, the school administration,

Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to sign terms related to People, Population and Social Organizations.	Signs clearly and with proper articulation terms related to People, Population and Social Organizations.	Signs terms related to People, Population and Social Organizations.	Signs some terms related People, Population and Social Organizations	Signs a few terms related to People, Population and Social Organizations
Ability to describe the effects of the migration and settlement of selected language groups in Eastern Africa.	Describes the effects of the migration and settlement of selected language groups in Eastern Africa with all details.	Describes the effects of the migration and settlement of selected language groups in Eastern Africa	Describes the effects of the migration and settlement of selected language groups in Eastern Africa with some details.	Describes the effects of the migration and settlement of selected language groups in Eastern Africa with fewer details.
Ability to explain effects of high population density in Eastern Africa.	Explains effects of high population density in Eastern Africa with details.	Explains effects of high population density in Eastern Africa	Explains effects of high population density in Eastern Africa with some details.	Explains effects of high population density in Eastern Africa with few details.
Ability to explain the benefits of collaboration between school and the community.	Explains the benefits of collaboration between school and the community with all details.	Explains the benefits of collaboration between school and the community.	Explains the benefits of collaboration between school and the community with some details.	Explains the benefits of collaboration between school and the community with few details.
Ability to demonstrate ways in which the school collaborates with the	Demonstrates ways in which the school collaborates with the community in a detailed	Demonstrates ways in which the school collaborates with the	Demonstrates ways in which the school collaborates with the	Demonstrates ways in which the school collaborates with the

community	manner	community	community with some details	community with few details
Ability to identify aspects of African traditional culture that ought to be preserved.	Identifies aspects of African traditional culture that ought to be preserved with details.	Identifies aspects of African traditional culture that ought to be preserved.	Identifies aspects of African traditional culture that ought to be preserved with some details.	Identifies aspects of African traditional culture that ought to be preserved with fewer details.
Ability to illustrate the movement and settlement of the selected language groups in Eastern Africa on a map.	Illustrates the movement and settlement of the selected language groups in Eastern Africa on a map correctly.	Illustrates the movement and settlement of the selected language groups in Eastern Africa on a map.	Illustrates the movement and settlement of some of the selected language groups in Eastern Africa on a map.	Illustrates the movement and settlement of fewer of the selected language groups in Eastern Africa on a map.
Ability to locate areas of high and low population density in Eastern Africa on a map.	Locates areas of high and low population density in Eastern Africa on a map with accuracy.	Locates areas of high and low population density in Eastern Africa on a map.	Locates areas of high and low population density in Eastern Africa on a map with some accuracy.	Locates areas of high and low population density in Eastern Africa on a map with limited accuracy.

STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES IN EASTERN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities in Eastern Africa	3.1 Beef Farming in Eastern Africa (4 lessons)	By the end of the sub- strand the learner should be able to: a) sign terms related to beef farming in Eastern Africa, b) describe factors influencing beef farming in Eastern Africa, c) locate on a map the areas where beef farming is practiced in Eastern Africa, d) identify the contribution of beef farming to the economy of Eastern Africa, e) explain the challenges facing beef farming in Eastern Africa, f) acknowledge beef farming as an economic activity in Eastern Africa.	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to beef farming in Eastern Africa.(beef farming ,pasture, grading ,parasites ,cattle) ● Learners are guided in groups to discuss factors influencing beef farming in Eastern Africa and share in class. (Ensure learners adopt a sitting position where all can observe each other clearly as they discuss). ● Learners are guided in pairs to use digital devices or relevant resources to locate on the map of Eastern Africa area where beef farming is practiced. ● The learner is guided to draw a map of Eastern Africa and locate areas where beef farming is practiced. ● Learners are guided in groups to engage with a resource person to find out the contributions of beef farming to the economy of Eastern Africa. (In event the resource person is not conversant with sign language) ● Learners are guided in groups to discuss the challenges facing beef 	Why do we practice beef farming?

			farming in Eastern Africa. <ul style="list-style-type: none"> ● Learners are guided in groups create posters on importance of beef farming. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: learners follow instructions as they brainstorm, in groups, on the challenges facing beef farming in Eastern Africa and formulate possible solutions. ● Communication and collaboration: learners listen critically as they discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: learners respect others as they discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. ● Respect: learners understand and appreciate others as they discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental Education: learners discuss, in groups, factors influencing beef farming in Eastern Africa and share in class. ● Creative thinking and imagination: learners create posters on the importance of beef farming. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Pre-technical Studies: learners engage with a resource person to find out the contributions of beef farming to the economy of Eastern Africa. ● Agriculture and nutrition: learners engage with a resource person to find out the contributions of beef farming to the economy of Eastern Africa. 				
<p>Suggested Learning Resources Local and extended environment, print and electronic maps, vetted digital resources, adapted textbooks and other printed resources, resource persons ,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>3.2 Fishing in Eastern Africa</p> <p>(5 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) locate marine and inland fishing grounds on a map,</p> <p>b) describe methods of marine fishing in Eastern Africa,</p> <p>c) explain challenges facing fishing in Eastern Africa,</p> <p>d) design possible solutions to challenges facing fishing in Eastern Africa,</p> <p>e) value fishing as an economic activity.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to fish farming in Eastern Africa (inland fishing, marine fishing, Purse seining ,Trawling, Long lining, Net drifting/ Gill net, Tilapia, Nile Perch, Dagaal/ Omena, Cat fish, King fish, Tuna, Lobsters, Oysters, Crabs, Pawns). ● Learners are guided in pairs to use digital devices or relevant print resources to search for the main fishing ground in Eastern Africa. ● Learners are guided in pairs to locate on a map the main fishing grounds in Eastern Africa, ● Learners are guided in groups to discuss the marine methods of fishing in Eastern Africa and present in class. (Guide learners to sit in a position where they can observe each other clearly as they discuss) ● In pairs learners are guided to illustrate methods of marine fishing in Eastern Africa on a chart and display in class. ● In groups, learners are guided to brainstorm challenges facing marine fishing in Eastern Africa. ● In groups, learners are guided to work collaboratively as they engage with a resource person to identify possible solutions to challenges facing marine fishing in Eastern Africa. (Sign language interpretation to be provided to 	<p>Why is fishing important to us?</p>

			support learners who are Deaf in event the resource person is not conversant with sign language.)	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: Learners listen critically as they discuss, in groups challenges facing marine fishing in Eastern Africa. • Learning to learn: Learners work collaboratively as they engage with a resource person to identify possible solutions to challenges facing marine fishing in Eastern Africa. 				
Values:				
<ul style="list-style-type: none"> • Unity: learners collaborate with others as they discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa. • Responsibility: learners proactively solve problems as they illustrate methods of marine fishing in Eastern Africa using appropriate media. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Self- awareness: learners discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa. • Critical thinking: learners discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa. 				
Link to other Learning Areas:				
<ul style="list-style-type: none"> • Pre-technical studies: learners discuss the marine methods of fishing in Eastern Africa. • Agriculture and nutrition: learners locate on a map the main fishing grounds in Eastern Africa. 				
Suggested Learning Resources				
Local and extended environment, print and electronic maps, photographs, pictures, posters, internet sources, vetted digital resources, adapted learners’ books and other printed resources ,				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities in Eastern Africa	3.3 Wildlife and Tourism in Eastern Africa (5 lessons)	By the end of the sub- strand the learner should be able to: a) sign terms related to wildlife and tourism in Eastern Africa, b) explain factors that promote tourism in Eastern Africa c) locate game reserves and national parks in Eastern Africa on a map, d) explain challenges facing tourism in Eastern Africa, e) state possible solutions to challenges facing tourism in Eastern Africa, f) value tourism as an economic activity.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to wildlife and tourism in Eastern Africa. (wildlife, tourism, game reserves, national park) ● Learners are guided to use print or digital resources to brainstorm on the factors that promote tourism in Eastern Africa. ● The learners are guided in pairs, to observe a map of Eastern Africa and locate game reserves and national parks. ● Learners are guided in small groups to use print or digital resources to find out challenges facing tourism in Eastern Africa. ● The learner is guided to engage with a resource person on possible solutions to the challenges facing tourism in Eastern Africa. (in event that the resource person is not conversant with sign language, provide sign language interpretation to support learners who are Deaf.) ● The learner is guided to create a poster and chart on challenges facing tourism and the possible solutions and display 	How can we promote tourism in our country?

			<p>in class.</p> <ul style="list-style-type: none"> ● Learners are guided to participate in conservation of ● In groups, learners are guided to wildlife walk/run activities within the locality. (Ensure learners observe the safety measures during the activity and they are accompanied by a guide and a sign language interpreter.) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: learners show concerted attention to detail as they engage with a resource person on possible solutions to the challenges facing tourism in Eastern Africa. ● Citizenship: learners demonstrate interest with interaction with others as they brainstorm, in groups, factors that promote tourism in Eastern Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners collaborate with others as they discuss and formulate solutions to problems facing tourism in Eastern Africa. ● Patriotism: learners proactively solve problems as they develop charts on challenges and solutions facing tourism. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Assertiveness: learners participate in conservation of wildlife walk/run. ● Safety and Security: learners visit a nearby tourist attraction site and write a report. 				
<p>Link to other Learning Areas:</p> <p>Creative Arts: learners apply skills learnt in Creative Arts as they draw a map of Eastern Africa and locate game reserves and national parks.</p>				
<p>Suggested Learning Resources</p> <p>Print and electronic maps ,photographs and pictures, posters, vetted digital resources, adapted learners’ books and other printed resources, resource persons , local and extended environment,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Question (s)
3.0 Resources and Economic Activities in Eastern Africa	3.4 Transport in Eastern Africa (4 lessons)	By the end of the sub- strand the learner should be able to: a) sign terms related to transport in Eastern Africa, b) identify the main transport networks in Eastern Africa on a map, c) draw a map of Eastern Africa showing the main transport networks, d) explain the challenges facing transport networks in Eastern Africa, e) state possible solutions to challenges facing transport networks in Eastern Africa, f) e) appreciate the transport network in economic development.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to transport in Eastern Africa. (transport, transport network, pipeline, water transport, road transport, air transport) ● Learners are guided to use digital devices to locate the main transport networks in Eastern Africa. ● Learners are guided to observe a map of Eastern Africa and identify the main transport networks in Eastern Africa. ● Learners are guided in groups, to discuss challenges facing transport networks in Eastern Africa and share in class. (Ensure learners adopt a sitting position where they can observe each other clearly as they discuss) ● Learners are guided to brainstorm in groups on the possible solutions to challenges facing the transport network in Eastern Africa and share in class. 	Why do we need transport networks in our country?

Core Competencies:

- Self-Efficacy: learners use digital devices to communicate effectively as they identify, in groups, transport networks in Eastern Africa as they use digital devices.
- Creativity and Imagination: learners undertake group tasks as they participate in clean-up activities on road reserves within their locality observing safety and security.

Values:

- Unity: learners collaborate with others as they identify, in groups, transport networks in Eastern Africa using digital devices.
- Responsibility: learners proactively solve problems as they establish challenges facing transport networks in Eastern Africa using digital devices and share in class.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education: learners establish challenges facing transport networks in Eastern Africa using digital devices and share in class.
- **Safety and Security:** learners establish challenges facing transport networks in Eastern Africa using digital devices and share in class.

Link to other Learning Areas:

- Pre-technical studies: learners locate the main transport networks in Eastern Africa.
- Agriculture and **nutrition:** learners discuss challenges facing transport networks in Eastern Africa.

Suggested Learning Resources

Local and extended environment, print and electronic maps, posters, internet sources, vetted digital resources, adapted learners' book and other printed resources,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities in Eastern Africa	3.5 Communication in Eastern Africa (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 Eastern Africa, b) identify modes of communication in Eastern Africa, c) explain challenges facing communication networks in Eastern Africa, d) state possible solutions to challenges facing communication networks in Eastern Africa, e) demonstrate how different modes of communication are used in Eastern Africa, f) appreciate the role of communication networks in Eastern Africa. 	<ul style="list-style-type: none"> ● The learner is guided is guide to identify, fingerspell and sign terms related to communication in Eastern Africa.(communication, network, modes of communication) ● Learners are guided in pairs to use print or digital resources to find out the various modes of communication used in Eastern Africa and share in class. ● Learners are guided in small groups to discuss the challenges facing communication networks in Eastern Africa and make class presentations. (Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in pairs to use digital/print resources to research on challenges facing communication networks in Eastern Africa and write an essay. ● Learners are guided in groups, to discuss possible solutions to challenges facing communication networks in Eastern Africa, and share in class. (Guide learners to 	How could communication network influence development of our country?

			<p>sit in a position where they can observe each other clearly as they discuss)</p> <ul style="list-style-type: none"> Learners are guided to role play scenarios that depict the different modes of communication in Eastern Africa. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: learners’ role play scenarios that depict the different modes of communication in Eastern Africa. Learning to learn: learners work collaboratively discuss in pairs, the challenges facing communication networks in Eastern Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: learners are open mindedness as they brainstorm, in pairs, and state challenges facing communication networks in Eastern Africa. Unity: learners discuss the challenges facing communication networks in Eastern Africa. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Social cohesion: learners role play scenarios that depict the different modes of communication in Eastern Africa. Safety and Security: learners research on challenges facing communication networks in Eastern Africa 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> Pre-technical studies: learners relate to knowledge and skills acquired in Pre- technical studies as they discuss solutions to challenges facing communication networks in Eastern Africa. English/Kiswahili/Kenya sign language: learners apply language skills in English, Kiswahili and Kenya sign language as they role play scenarios that depict the different modes of communication in Eastern Africa. 				
<p>Suggested Learning Resources Print and electronic maps, posters, internet sources, vetted digital resources, adapted learners’ books and other printed resources, resource persons, newspaper cuttings,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>3.6 Mining in Eastern Africa</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 mining,</p> <p>b) identify minerals found in Eastern Africa,</p> <p>c) describe the methods of extracting minerals in Eastern Africa(<i>soda ash in Kenya, gold in Tanzania, limestone in Uganda</i>),</p> <p>d) explain the effects of mining on the environment in Eastern Africa,</p> <p>e) state the possible solutions to problems associated with mining,</p> <p>f) desire to conserve areas affected by mining activities in Eastern Africa.</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to mining (minerals, mining, mines, soda ash, gold) ● Learners are guided in pairs to use print or digital resources to find out minerals found in Eastern Africa. ● Learners are guided to observe a map of East Africa and identify the location of minerals found in Eastern Africa. ● Learners are guided to watch signed audio visual clips on the extraction of soda ash in Kenya, gold in Tanzania, limestone in Uganda. ● Learners are guided in groups, to discuss how the minerals are extracted and share in class. (Soda Ash in Kenya, Gold in Tanzania). (guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided in small groups, to brainstorm on the effects of mining on the environment and do class presentations. ● Learners are guided to discuss and write an essay on the solutions to problems associated with mining and present them in class. (guide learners to sit in a position where they can observe each other clearly as they discuss) 	<p>How can we reclaim areas affected by mining in our environment?</p>

Core Competencies to be developed:

- Citizenship: learners have a responsibility of knowing environment as they write an essay on the solutions to problems associated with mining.
- Creativity and Imagination: learners under take group tasks draw a map of Eastern Africa and show the location of minerals.

Values:

- Patriotism: learners serve the community as they write essays on the effects of mining on the environment and possible solutions.
- Respect: learners appreciate diverse opinions as they engage a resource person on challenges facing tourism in Eastern Africa and fishing as an enterprise project.

Pertinent and Contemporary Issues (PCIs):

- Self- esteem: learners discuss, in groups, how the minerals are extracted and share in class.
- Self-awareness: learners brainstorm, in pairs, and identify minerals in Eastern Africa.

Link to other Learning Areas:

Creative Arts: learners apply skills acquired in Creative Arts as they draw a map of Eastern Africa and show the location of minerals,

Suggested Learning Resources

Print and electronic maps, photographs and pictures, charts and posters, vetted digital resources, adapted learners' books and other printed resource, resource persons,

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to resources and economic activities in Eastern Africa.	Signs terms with proper articulation related to resources and economic activities in Eastern Africa.	Signs terms related to resources and economic activities in Eastern Africa..	Signs some terms related to resources and economic activities in Eastern Africa.	Signs a few terms related to resources and economic activities in Eastern Africa.
Ability to explain the challenges facing beef farming in Eastern Africa.	Explains the challenges facing beef farming in Eastern with additional details.	Explains the challenges facing beef farming in Eastern Africa.	explains the challenges facing beef farming in Eastern Africa with some details.	Explains the challenges facing beef farming in Eastern Africa with few details.
Ability to describe the methods of extracting minerals in Eastern Africa.	Describe the methods of extracting minerals in Eastern Africa with all the steps.	Describes the methods of extracting minerals in Eastern Africa.	Describes the methods of extracting minerals in Eastern Africa with some of the steps.	Describes the methods of extracting minerals in Eastern Africa with fewer steps.
Ability to describe methods of marine fishing in Eastern Africa.	Describes methods of marine fishing in Eastern Africa with detailed illustrations.	Describes methods of marine fishing in Eastern Africa.	Describes methods of marine fishing in Eastern Africa with some illustrations	Describes methods of marine fishing in Eastern Africa with limited illustrations.

Ability to explain factors that promote tourism in Eastern Africa.	Explains factors that promote tourism in Eastern Africa in detail.	Explains factors that promote tourism in Eastern Africa	Explains factors that promote tourism in Eastern Africa with some details.	Explains factors that promote tourism in Eastern Africa with fewer details.
Ability to describe the methods of extracting minerals in Eastern Africa.	Describe the methods of extracting minerals in Eastern Africa with all the steps.	Describes the methods of extracting minerals in Eastern Africa.	Describes the methods of extracting minerals in Eastern Africa with some of the steps.	Describes the methods of extracting minerals in Eastern Africa with fewer steps.
Ability to state the possible solutions to problems associated with mining,	States the possible solutions to problems associated with mining with details.	State the possible solutions to problems associated with mining.	State the possible solutions to problems associated with mining with some details.	States the possible solutions to problems associated with mining with fewer details.
Ability to state the possible solutions to challenges facing transport networks in Eastern Africa.	States possible solutions to challenges facing transport networks in Eastern Africa with examples.	States possible solutions to challenges facing transport networks in Eastern Africa.	States possible solutions to challenges facing transport networks in Eastern Africa partially.	States possible solutions to challenges facing transport networks in Eastern Africa with assistance
Ability to state possible solutions to challenges facing communication networks in Eastern Africa.	States possible solutions to challenges facing communication networks in Eastern Africa with examples.	States possible solutions to challenges facing communication networks in Eastern Africa.	states possible solutions to challenges facing communication networks in Eastern	States possible solutions to challenges facing communication networks in Eastern

			Africa with some examples.	Africa with fewer examples.
Ability to locate on a map the areas where beef farming is practised in Eastern Africa.	Locates on a map areas where beef farming is practised in Eastern Africa .accurately	Locates on a map areas where beef farming is practised in Eastern Africa.	Locates on a map the areas where beef farming is practised in Eastern Africa with some accuracy.	Locates on a map the areas where beef farming is practised in Eastern Africa with limited accuracy.

STRAND: 4.0 POLITICAL SYSTEMS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Political Systems</p>	<p>4.1 Traditional forms of Government (5 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 traditional forms of Government in Eastern Africa, b) describe traditional forms of government of the Buganda and Nyamwezi in Eastern Africa, c) compare traditional forms of government between the Buganda and Nyamwezi, d) value aspects of good governance in traditional societies. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to traditional forms of Government in Eastern Africa (clan council, elders, council of elders, kingdom, tribal council, headman/headwoman, diviners etc.) ● The learner is guided to brainstorm the traditional forms of government among The Buganda and The Nyamwezi of Eastern Africa. ● The learner is guided to draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display in class. ● The learner is guided to role-play scenarios depicting aspects of good governance in society. ● Learners are guided to discuss in groups the similarities and differences in the traditional forms of government between The Buganda and The Nyamwezi. (Ensure learners are seated in a appropriate position that supports them to observe each other clearly as they sign) 	<p>How can communities be governed in the past?</p>

Core Competencies to be developed:

- Self-Efficacy: Learners draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display in class.
- Creativity and Imagination: Learners undertake tasks that encourage artistic expressions as they role-play scenarios depicting aspects of good governance in society.

Values:

- Unity: learners collaborate with others as they brainstorm the traditional forms of government in Eastern Africa (*Buganda and The Nyamwezi*).
- Responsibility: learners find out the similarities and differences between selected traditional forms of government.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: learners brainstorm, the traditional forms of government in Eastern Africa (*Buganda and The Nyamwezi*).
- Safety and Security: learners interact with digital devices as they use digital or print resources find out the similarities and differences between selected traditional forms of government.

Link to other Learning Areas:

Creative Arts: learners apply skills acquired in Creative Arts as they draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa.

Suggested Learning resources

photographs, pictures of the traditional leaders, internet sources, vetted digital resources, adapted learners' books and other printed resources, resource persons,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p>4.2 Regional co-operations (4 lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) sign terms related to Regional co-operations in Eastern Africa.</p> <p>b) explain the objectives of East African Community,</p> <p>c) describe the benefits of East African Community to member states,</p> <p>d) identify the challenges facing the East African Community,</p> <p>e) formulate the possible solutions to challenges facing the East African Community,</p> <p>f) value the unity of Eastern African countries.</p>	<ul style="list-style-type: none"> ● The learner is guided to fingerspell and sign terms related to Regional co-operations in Eastern Africa. ● The learner is guided to brainstorm in groups the member states of the East African Community and present in class, ● Learners are guided to discuss in groups objectives of East African Community. (Guide learners to sit in a position where they can observe each other clearly as they discuss) ● Learners are guided to discuss in groups the benefits of East African Community to member states and present in class (Guide learners to sit in a position where they can observe each other clearly as they discuss) ● In groups, learners are guided to develop solutions to common problems as they use digital/print resources to find out challenges facing East African Community, ● Learners are guided to engage a resource person to explore on solutions to challenges facing the East African Community. (support learners who are Deaf through interpretation, in an event the resource 	<p>How can East African countries cooperate?</p>

			<p>person is not conversant with sign language)</p> <ul style="list-style-type: none"> ● The learner is guided to sign sing the East African Community Anthem. ● Learners are guided to share experiences as they draw and color the map of East Africa and display them in strategic points in school. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-Efficacy: learners develop solutions to common problems as they use digital/print resources to find out challenges facing the East African Community. ● Learning to learn: learners share experiences as they draw and color the map of East Africa and post them in strategic points in school. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: learners collaborate with others as they discuss the benefits of East African Community to member states and report in class. ● Integrity: learners apply laid down procedures as they discuss the benefits of East African Community to member states and report in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and Security: learners use digital resources to make presentations in class on the research findings. ● Social Cohesion: learners brainstorm, in groups, the member states of the East African Community and do a class presentation 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Creative Arts: learners share experiences as they draw and color the map of East Africa. ● English/Kiswahili/Kenya Sign Language: learners relate to skills learnt in English, Kiswahili and Kenya Sign Language as they sing the East Africa Community anthem 				
<p>Suggested Learning resources Print and electronic maps, internet sources, vetted digital resources, adapted learner' s books and other printed resources, resource persons, the library</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	4.3 Citizenship (3 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to citizenship b) describe the rights and responsibilities of a Kenyan citizen, c) state the qualities of a good citizen of Kenya, d) demonstrate the values of a good citizen of Kenya, e) appreciate patriotism as a Kenyan citizen	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to citizenship (nationality, civic rights, passport, immigrants, refugee, dual citizenship) ● Learners are guided to discuss in pairs the rights and responsibilities of a Kenyan citizen and present in class. (Guide learners to sit appropriate position where they can observe each other clearly as they discuss) ● In groups, learners are guided to brainstorm and outline the qualities of a good citizen of Kenya. ● The learner is guided to use digital resources to watch clips on scenarios that demonstrate values of a good citizen of Kenya, ● The learner is guided to speak and sign clearly and effectively as they create songs, sign sing and poems on values of a good Kenyan citizen, ● Learners are guided to make thoughtful choices that support creative efforts as they create posters on values of a good citizen and post them in strategic places in school. 	How can we demonstrate good citizenship in our country?

Core Competencies:

- Communication and collaboration: learners speak clearly and effectively as they create songs and poems on values of a good Kenyan citizen.
- Creativity and imagination: learners make thoughtful choices that support creative efforts as they create posters on values of a good citizen and post them in strategic places in school.

Values:

- Patriotism: learners collaborate with others as they create songs and poems on values of a good Kenyan citizen.
- Responsibility: learners respect diverse opinions as they debate on the rights and responsibilities of a Kenyan citizen.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: learners brainstorm, in groups rights and responsibilities of a Kenyan citizen and present.
- Critical thinking: learners create songs and poems on values of a good Kenyan citizen.

Link to other Learning Areas:

- Religious Studies: learners relate to knowledge acquired in Religious Studies as they watch clips on scenarios that demonstrate values of a good citizen of Kenya.
- Creative Arts: learners apply skills in Creative Arts as they create posters on values of a good citizen and post them in strategic places in school.

Suggested Learning Resources:

Print and digital devices, internet sources , adapted learner's book and other printed resources, resource person, libraries, The Kenya constitution,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	4.4 Human rights (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 Human rights b) explain classification of human rights into political, social and economic categories, c) describe ways in which human rights are upheld in society, d) demonstrate ways in which human rights are upheld in the society, e) value respect for Human rights in Kenya. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to Human rights (human right ,social right, political rights, social rights) ● In groups learners are guided to brainstorm on categories of human rights and share in class. ● In pairs learners are guided to use digital or relevant print resources to search for categories of human rights (social right, political rights, and economic rights). ● In groups, learners are guided to use a chart to illustrate categories of human rights and display in class for peer assessment. ● In pairs, learners are guided to use digital/print resources to find out ways in which human rights are upheld in the society and present in class. ● Learners are guided to engage with a resource person on ways of promoting respect for human rights in the society. Learners who are Deaf to be provided with a sign language interpreter. ● In groups, learners are guided to role play scenarios that depict respect for human rights in the society. 	How could respect for human rights promote unity in society?

Core Competencies:

- Learning to learn: learners share what they have learnt as they engage with a resource person on ways of promoting respect for human rights in the society
- Digital literacy: use digital technology to effectively accomplish tasks as they role play scenarios that depict respect for human rights in the society

Values:

- Unity: learners collaborate with others as they use a chart in groups to illustrate categories of human rights and make a presentation
- Social justice: learners proactively solve problems as they engage with a resource person on ways in which human rights are violated in society.

Pertinent and Contemporary Issues (PCIs):

- Assertiveness: as learners engage with a resource person on ways in which human rights are violated in society
- Self-awareness: as learners use digital/print resources to find out ways in which human rights are upheld in the society.

Link to other Learning Areas:

- Religious Studies: as learners engage with a resource person on ways of promoting respect for human rights in the society.
- Creative Arts: learners role play scenarios that depict respect for human rights in the society.

Suggested learning Resources

Posters, print and digital resources, adapted learner's books, resource persons, The Kenyan constitution, libraries,

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to political systems.	Signs clearly with proper articulation terms related to political systems.	Signs terms related to political systems.	Sign some terms related to political systems.	Signs a few terms related to political systems.
Ability to compare traditional forms of government between The Buganda and Nyamwezi.	Compares traditional forms of government between The Buganda and Nyamwezi with examples and no errors.	Compares traditional forms of government between The Buganda and Nyamwezi.	Compares traditional forms of government between The Buganda and Nyamwezi with minor errors.	Compares the traditional forms of government between The Buganda and Nyamwezi with major errors.
Ability to describe the benefits of the East African Community to member states.	Describes the benefits of the East African Community to member states with much details.	Describes the benefits of the East African Community to member states.	Describes some of the benefits of the East African Community to member states fewer details.	Describes the benefits of East African Community to member states omitting major details.
Ability to describe the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen with examples and much details.	Describes the rights and responsibilities of a Kenyan citizen.	Describes the rights and responsibilities of a Kenyan citizen omitting fewer details.	Describes the rights and responsibilities of a Kenyan citizen omitting major details.

5.0 GOVERNANCE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	5.1 Peace and Conflict Resolution (4 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to peace and conflict resolution b) explain the causes of conflicts in society, c) describe peaceful methods of resolving conflicts in society, d) illustrate ways of promoting peace in society, e) value peaceful ways of resolving conflicts in the society.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to peace and conflict resolution (Peace, conflict, conflict resolution, resolution ceasefire, dialogue, arbitration, mediation, diplomacy, reconciliation) ● In groups, learners are guided to brainstorm on the causes of conflicts in society and present in class. ● In groups, learners are guided to discuss peaceful methods of resolving conflicts in society in class. (Guide the learners to adopt a sitting arrangement which enables them to observe each other clearly as they discuss) ● In groups, learners are guided to role-play peaceful methods of resolving conflicts in society. ● The learner is guided to reflect and journal on any past activities that depict peaceful ways of resolving conflicts. ● In groups, learners are guided to examine community needs as they create songs and poems on peace and present in class. 	1) Why should we embrace peace in society? 2) How could we live peacefully with others in the society?

Core Competencies:

- Citizenship: as learners examine community needs as they create songs and poems on peace.
- Creativity and Imagination: learners undertake tasks as they role-play peaceful methods of resolving conflicts in school.

Values:

- Unity: learners collaborate with others as they design a poster on ways of promoting peace in Eastern Africa and display in class.
- Responsibility: learners proactively solve problems as they write essays on ways of promoting peace among countries in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):

- Self- esteem: learners role-play peaceful methods of resolving conflicts in school.
- Self- awareness: learners discuss, in groups, peaceful methods of resolving conflicts in society.

Link to other Learning Areas:

Religious studies: learners discuss peaceful methods of resolving conflicts in society.

Creative Arts: learners role-play in groups peaceful methods of resolving conflicts in society.

Suggested learning Resources

Sign language dictionary, vetted digital resources, journals, flash cards and posters, adapted learner's books and other printed resources, resource persons, library,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Governance	4.6 Government Revenue and Expenditure (4 lessons)	By the end of the sub- strand the learner should be able to: a) sign terms related to government revenue and expenditure b) identify sources of revenue for National Government in Kenya, c) explain ways in which the National and County Governments in Kenya spend their revenue, d) acknowledge the importance of paying taxes.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to Government revenue and expenditure (sources, revenue, expenditure, national government, county government, grants, court fines, cess) ● Learners are guided to share what they have learned as they engage a resource person to find out sources of revenue for National Government in Kenya. Provide sign language interpreters to support learners who are Deaf. (Support learners who are deaf with interpretation if the resource person is not conversant with sign language). ● Learners are guided in groups to discuss ways in which the National and County governments spend their revenue and make a presentation in class. (Guide the learners to adopt a sitting arrangement where all learners can observe each other clearly as they sign) ● In pairs, learners are guided to use digital/print resources to explore budget allocation for the national and 	Why should we pay taxes to the government?

			<p>county Governments and do a presentation in class.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to compose songs and poems that address the importance of paying tax to the government and present in class. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: learners share what they have learned as they engage with a resource person as they find out sources of revenue for National Government in Kenya. ● Citizenship: learners engage in dialogues as they discuss, in groups, ways in which the National and County governments spend their revenue. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners collaborate with others as they brainstorm, in groups, on the meaning of revenue and share with peers ● Integrity: learners are committed to duty as they create and recite poems on the importance of paying tax to the government. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Financial literacy: learners engage with a resource person on the importance of paying tax to the government of Kenya ● Self -awareness: learners discuss, in groups, sources of government revenue in Kenya. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Mathematics: as learners use digital/print resources to explore budget allocation for the national and county Governments. ● Pre Technical Studies: as learners engage a resource person to find out sources of revenue for National Government in Kenya. 				
<p>Suggested learning Resources Sign language dictionary, vetted digital resources, adapted textbooks and other printed resources, resource persons, newspaper, libraries,</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	5.3 The Preamble of the Constitution of Kenya. (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 the preamble of the constitution of Kenya, b) identify key words in the preamble of the Constitution of Kenya, c) explain the meaning of key words of the preamble of the Constitution of Kenya, d) uphold the Constitution of Kenya. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to the preamble of the constitution of Kenya (preamble, constitution). ● In pairs, learners are guided to brainstorm, the key words in the preamble of the Constitution of Kenya. ● In groups, learners are guided to demonstrate responsible decision making as they discuss, the meaning of the key words of the preamble of the Constitution of Kenya and present in class. ● Learners are guided in groups to engage with a resource person to interpret the preamble of the Constitution of Kenya. Sign language interpreter to be present to interpret to the Deaf learners. (Support learners who are deaf with interpretation if the resource person is not conversant with sign language). ● Learners are guided in groups to compose and sing /sign sing a song on the preamble of the Constitution of Kenya. ● The learner is guided to clearly create posters on key words of the preamble of the Constitution of Kenya and display in class for peer assessment. 	How does the Constitution enhance unity in the country?

Core Competencies:

- Self-Efficacy: learners clearly express themselves by creating a poster on key words of the preamble of the Constitution of Kenya and display.
- Citizenship: learners demonstrate responsible decision making as they discuss, in groups, and list down the key words of the preamble of the Constitution of Kenya and do presentations.

Values:

- Patriotism: learners serves the community as they create posters on key words of the preamble of the Constitution of Kenya and display.
- Peace: learners displays calmness as they brainstorm, in pairs, the meaning of a constitution and share.

Pertinent and Contemporary Issues (PCIs):

- Self -awareness: learners engage with a resource person to interpret the preamble of the Constitution of Kenya.
- Social cohesion: learners compose and sing a song on the preamble of the Constitution of Kenya.

Link to other learning Areas:

English and Kenya Sign Language: as learners brainstorm on the key words in the preamble of the Constitution of Kenya.

Suggested learning Resources

Sign language dictionary, constitution of Kenya, vetted digital resources, adapted learner's books and other printed resources, resource persons, the library,

Assessment Rubric				
Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to Governance.	Signs clearly with proper articulation terms related to Governance.	Signs terms related to and governance.	Sign some terms related to governance.	Signs a few terms related to governance.
Ability to explain the causes and peaceful methods of resolving conflicts in society.	Explains the causes and peaceful methods of resolving conflicts in society with complete understanding	Explains the causes and peaceful methods of resolving conflicts in society	Explains the causes and peaceful methods of resolving conflicts in society with some understanding	Explains the causes and peaceful methods of resolving conflicts in society with unclear explanation of the concepts.
Ability to identify sources of revenue for National and county Government in Kenya	Consistently and correctly identifies sources of revenue for National and county Government in Kenya.	Identifies sources of revenue for National and county Government in Kenya	Identifies some sources of revenue for National and county Government in Kenya	Identifies sources of revenue for National and county Government in Kenya but struggles to comprehend

Ability to explain the meaning of key words of the preamble of the Constitution of Kenya	Consistently and correctly explains the meaning of key words of the preamble of the Constitution of Kenya	Explains the meaning of key words of the preamble of the Constitution of Kenya	Explains some of the meaning of key words of the preamble of the Constitution of Kenya	Explains the meaning of key words of the preamble of the Constitution of Kenya with unclear concepts.
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The following table shows suggested assessment methods, learning resources and non-formal activities to support learning.

Strand	Sub-Strands	Suggested Assessment Methods	Non-Formal Activities
1.0 Natural and Build Environments In Eastern Africa	1.1 Position and Size of Countries in Eastern Africa	a) Oral/signed /signed Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Questionnaire	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. 4. Practising locating places on a map using latitudes and longitudes using appropriate media.
	1.2 Main physical features in Eastern Africa	a) Oral/signed /signed Questions b) Teacher-made tests c) Observation d) Project Work g) Checklist h) Questionnaire e) Journaling	<ul style="list-style-type: none"> ● Local and extended environment ● Real objects ● Maps ● Photographs, pictures and paintings ● Flash cards and posters ● Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources Display boards

	1.3 Climatic regions in Eastern Africa	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation Project Work 	<ul style="list-style-type: none"> ● Local and extended environment ● Real objects ● Maps Photographs, pictures and paintings
	e) Anecdotal records	<ul style="list-style-type: none"> ● Flash cards and posters ● Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Globes Display boards 	influence human activities and share in class.
	1.4 Vegetation in Eastern Africa	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher-made tests c) Observation Project Work ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Local and extended environment ● Real objects ● Maps ● Photographs, pictures and paintings ● Flash cards and posters ● Internet sources ● Vetted digital resources, educational

		<ul style="list-style-type: none"> ● Display boards Charts 	<p>computer games vegetation within the school compound.</p> <p>4. Plant and care for vegetation at school.</p>
	1.2 The Built Environments	<p>a) Oral /signed Questions</p> <p>b) Teacher-made tests</p> <p>c) Observation Project Work</p> <ul style="list-style-type: none"> ● Artefacts ● Museum, Monuments, Cultural and historical sites ● Newspaper cuttings ● Magazines/journals ● Libraries Display boards 	<ul style="list-style-type: none"> ● Local and extended environment ● Maps ● Photographs, pictures and paintings ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Worksheets, Activity sheets Resource persons <p>4. Collect artefacts and create a cultural corner in school.</p>

<p>2.0 People, Population and Social Organizations</p>	<p>Language groups in Eastern Africa</p>	<p>a) Oral/signed Questions b) Teacher-made tests Observation</p> <ul style="list-style-type: none"> ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Worksheets, Activity sheets ● Resource persons ● Newspaper cuttings ● Libraries <p>Display boards</p>	<ul style="list-style-type: none"> ● Local and extended environment ● Maps ● Photographs, pictures and paintings ● TV/video/films/slides/ Internet sources <p>Live radio broadcasts Eastern Africa according to selected language groups.</p> <p>3. Use digital devices to establish reasons for migration of selected language groups into Eastern Africa.</p> <p>4. Develop communication messages on importance of unity among language groups.</p> <p>Draw movement routes of the main language groups in Eastern Africa.</p>
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	Population distribution in Eastern Africa	a) Oral/signed Questions b) Teacher-made tests Observation	<ul style="list-style-type: none">● Local and extended environment● Photographs, pictures and paintings● Vetted digital resources, educational computer games● Approved textbooks and other printed resources● Resource persons● Newspaper cuttingsLibraries Display boards
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	Culture and social organization	a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling Anecdotal Records	<ul style="list-style-type: none">● Local and extended environment● Photographs, pictures and paintings● Flash cards and posters● TV/video/films/slides/ Internet sources Live radio broadcasts
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	h) Checklist Portfolio	<ul style="list-style-type: none">● Vetted digital resources, educational computer games● Approved textbooks and other printed resources● Resource persons● Artefacts● Museum, Monuments, Cultural and historical sites● Newspaper cuttings● Magazines/journals Libraries	3. Share with parents/guardians on aspects of African traditional culture that ought to be preserved.
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	School community	a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling f) Journaling g) Checklist Portfolio	<ul style="list-style-type: none">● Local and extended environment● Photographs, pictures and paintings● Vetted digital resources, educational computer games● Approved textbooks and other printed resources
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			<ul style="list-style-type: none"> ● printed resources ● Resource persons ● Newspaper cuttings ● Magazines/journals ● Libraries 	<p>support community service learning.</p> <p>3. Role-play ways in which school collaborates with the community.</p>
<p>3.0 Resources and Economic Activities in Eastern Africa</p>	<p>3.2 Agriculture</p>	<p>a) Oral/signed Questions</p> <p>b) Teacher-made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Checklist</p> <p>f) Portfolio.</p>	<ul style="list-style-type: none"> ● Local and extended environment ● Maps ● Photographs, pictures and paintings ● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Worksheets, Activity sheets ● Resource persons ● Newspaper cuttings ● Magazines/journals 	<ol style="list-style-type: none"> 1. Draw a map of Eastern Africa and locate areas where beef farming is practiced 2. Create communication messages on importance of large scale farming 3. Create posters on importance of beef farming 4. Identify, plan and undertake an economic activity of

			<ul style="list-style-type: none"> ● Libraries ● Display boards 	<p>their choice within the school</p> <p>5. Find information on beef farming using digital devices</p>
	3.3 Fishing in Eastern Africa	<p>a) Oral/signed Questions</p> <p>b) Teacher-made tests</p> <p>c) Project Work</p>	<ul style="list-style-type: none"> ● Local and extended environment ● Maps ● Photographs, pictures ● Flash cards and posters ● Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Libraries 	<ol style="list-style-type: none"> 1. Create fish and fishing grounds conservation messages and display them in class 2. Locate on a map the main fishing grounds in Eastern Africa using digital devices 3. Illustrate methods of marine fishing in Eastern Africa using appropriate media 4. Create communication messages on fishing and display in class

				5. Engage a resource person to learn more about fishing as an enterprise
	3.4 Wildlife and Tourism in Eastern Africa	a) Oral/signed Questions b) Teacher-made tests c) Checklist d) Portfolio.	<ul style="list-style-type: none"> ● Maps ● Photographs and pictures ● Flash cards and posters ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings ● Libraries ● Display boards 	<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

	3.5 Transport in Eastern Africa	a) Oral/signed Question b) Teacher-made Tests c) Observation	<ul style="list-style-type: none"> ● Local and extended environment ● Maps ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Newspaper cuttings ● Libraries 	<ol style="list-style-type: none"> 1. Develop posters on benefits of improved transport network and display them in school 2. Draw a map of Eastern Africa and indicate the main transport networks
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	3.6 Communication in Eastern Africa	a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist d) Portfolio	<ul style="list-style-type: none"> ● Real objects ● Maps ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games 	<ol style="list-style-type: none"> 1. Find out challenges facing communication networks in Eastern Africa using digital resources/appropriate media and write a report 2. Create posters on means of communication used in Eastern Africa
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			<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● Worksheets, Activity sheets ● Resource persons ● Newspaper cuttings 	
	3.7 Mining 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"> ● Maps ● Photographs and pictures ● Realia ● Flash cards and posters ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons 	<ul style="list-style-type: none"> 1. Illustrate using diagrams, photos and pictures, how selected minerals are mined in Eastern Africa 2. Write an essay on the effects of mining on the environment
4.0 Political Systems	4.1 Traditional forms of Government in Eastern Africa	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher made tests c) Observation d) Project Work e) Checklist 	<ul style="list-style-type: none"> ● Photographs , pictures and paintings ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer 	<ul style="list-style-type: none"> 1. Find out from your parent/guardian or elders how communities were ruled in the past 2. Illustrate the governance

		f) Portfolio	<p>games</p> <ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● Resource persons ● Libraries <p>Museums, monuments and cultural centres</p>	<p>structure among the selected traditional forms of government using a chart and display</p> <p>3. Role-play a parliamentary session among the Buganda (the Lukiiko)</p>
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	4.2 Regional co-operations in Eastern Africa	<p>a) Oral/signed Questions</p> <p>b) Teacher-made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Journaling</p>	<ul style="list-style-type: none"> ● Maps ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Worksheets, Activity sheets ● Resource persons ● Newspaper cuttings ● Magazines/journals ● Libraries 	<p>1. Model a map showing member states of East African Community</p> <p>2. Create communication messages on the benefits of East African Community to member states and post them in strategic points in school.</p> <p>3. Sing the East African Community anthem</p>
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	<p>4.3 Citizenship</p>	<p>a) Oral/signed Questions b) Teacher-made tests c) Observation d) Project Work e) Portfolio</p>	<ul style="list-style-type: none"> ● Photographs, pictures and paintings ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings 	<ol style="list-style-type: none"> 1. Suggesting and sharing with community leaders messages on sustainable peace in the community 2. Develop posters on values of a good citizen and post them in strategic positions in school 3. Find out from parents/guardians or elders on ways of
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			<ul style="list-style-type: none"> ● Magazines/journals ● Libraries ● Display boards 	promoting patriotism as Kenyan citizens
	4.4 Governance 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"> ● Local and extended environment ● Photographs, pictures and paintings ● Flash cards and posters ● TV/video/films/slides/ Internet sources ● Live radio broadcasts ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Resource persons ● Newspaper cuttings ● Magazines/journals ● Libraries ● Display boards 	<ol style="list-style-type: none"> 1. Develop a poster on voting steps in Kenya and display in school 2. Create awareness in the community on the importance of paying taxes to the government 3. Engage a resource person on ways in which human rights are violated in society 4. Create songs on peace 5. Design posters on ways of promoting peace in Eastern Africa

