



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 8

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First published in 2023

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FOREWORD

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

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

The reviewed Grade 8 curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade 7. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

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

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

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

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

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

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

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ACKNOWLEDGEMENTS

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 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 eight curriculum designs for learners with hearing impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

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

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

 - a) Social Needs**

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

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

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

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

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

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

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

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

vii) **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

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

LESSON ALLOCATION FOR JUNIOR SCHOOL

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

LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behavior and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Social Studies is an integrated subject that includes aspects of History, Geography, Citizenship and Life Skills Education. The main theme of Social Studies is “Living Together”. It enables the learner to be aware and be concerned about the welfare of others, protect the environment and be active at community, national, regional, and global levels. The Learning Area aims at providing the learner with knowledge, skills, values and attitudes necessary for good character formation to enable them to live harmoniously and in society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

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

The learning area is anchored on theories of learning such as Jean Piaget’s theory of cognitive development, Lawrence Kohlberg theory of moral development, Dewey’s social constructivism, and Vygotsky’s socio-cultural development theory have informed the development of this design. Social Studies will prepare the learners for the social Sciences Pathway in Senior School.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Time
1.0	Social Studies and Personal Management	Self-Improvement	4
		Self- Esteem Assessment	4
2.0	Community Service Learning	Community Service Learning Project	8
3.0	People and Relationships	Scientific Theory about Human Origin	6
		Early Civilisations	8
		Trans Saharan Slave Trade	6
		Population Growth in Africa	6
		Diversity and Interpersonal skills	8
		Peaceful Conflict Resolutions	8
4.0	Natural and Historic Built Environments	Map Reading and Interpretation	12
		Weather and Climate	10
		Vegetation in Africa	8
		Historical sites and monuments in Africa	8
5.0	Political Developments and Governance	The Constitution of Kenya	6
		Human Rights	8
		Citizenship	10
Total Number of Lessons			120

1.0 STRAND: SOCIAL STUDIES AND PERSONAL MANAGEMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 SOCIAL STUDIES AND PERSONAL MANAGEMENT</p>	<p>1.1 Self-Improvement (4lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe personality traits for self-understanding, b) share goals for self-improvement in social life, c) appreciate the role of values in the development of personality traits. 	<ul style="list-style-type: none"> ● The learner is guided to sign and fingerspell terms related to Social Studies and personal management(<i>educational, careers</i>) ● Learners are guided to choose the animal that best defines their personal characteristics from a list of pre-selected animals, then discuss the outcome with the class, ● Learners are guided in groups to watch a captioned or signed video clip on personality traits and discuss in class. ● In turns ,guide learners to develop and share personal life goals such as <i>educational, careers,</i> ● Learners are guided in groups to watch a video clip of a successful career individual in social life that reflect on their traits and share in class. ● Learners are guided in groups to role-play a skit depicting values in their dream career choice in Social Studies. 	<ol style="list-style-type: none"> 1. Which animal best reflects your personal characteristics? 2. What career choices in Social Studies relate to you?

Core Competencies to be Developed:

- Communication and Collaboration: speaking skills are developed as learners share personal life goals.
- Imagination and Creativity: learners reflect on their future life goals as they watch video clips of successful career individuals in Social Studies.

Pertinent and Contemporary Issues (PCIs):

- Career guidance: learners identify their career paths as they watch a video clip on a successful career individual in Social Studies.

Values:

- Unity: learners work together in role-playing a skit depicting values in their dream career choice in Social Studies.
- Respect: learners give one another a chance to participate in discussions on personal characteristics.

Link to Other Subjects:

- Pre-technical studies: learners get career guidance on the choice of their future careers in Social Studies.
- Kenyan Sign Language, Kiswahili and English: learners role-play a skit depicting values in their dream career choice in Social Studies

Suggested Learning Resources:

Resource persons ,Approved textbooks, Approved digital learning resources, Relevant locally available materials ,Watching relevant documentaries,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 People and Population	1.2 Self-Esteem Assessment <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) explain the contribution of self-esteem on their holistic development, b) determine effects of unhealthy self-esteem in day-to-day social lives, c) assess their self-esteem in social interactions, desire to improve their self-esteem for personal productivity.	The learner is guided to: a) The learner is guided to sign and fingerspell terms related to self –esteem b) Learners are guide in groups to use digital or print resources to search for and discuss the relationship between self-esteem and personal productivity. Guide learners to sit in horseshoe shape to enable them observe each other during the discussion. c) In pairs guide learners to refer to religious texts on self-love and share in class. d) Learners are guided in pairs to discuss cultural beliefs that promote self-esteem, e) In groups ,learners are guided to act out and discuss skits on examples of difficult life experiences that could severely affect self-esteem in their social lives, f) In groups ,learner is guided to discuss and present negative impact of low self-esteem such as: <i>relationship difficulties, social isolation,</i> g) In pairs, guide learners to discuss and share ways of seeking help to overcome low self-esteem and share the finding , The learners is guided to journalise actions they will take to improve their self-esteem.	Why is cultural heritage important to society?

Core Competencies to be Developed:

- Communication and collaboration: learners develop speaking skills as they discuss cultural beliefs that promote self- esteem.
- Digital literacy: learners use digital devices to search for the relationship between self-esteem and personal productivity

Pertinent and Contemporary Issues (PCIs):

- Guidance and peer counselling: learners discuss and share ways of seeking help to overcome low self-esteem.
- Social cohesion: learners work together in groups to discuss cultural beliefs that promote self-esteem.

Values:

- -love: learners honestly journalise on steps they would take to improve their self-esteem.
- Responsibility: learners commit themselves through journalising actions they will take to improve their self-esteem.

Link to Other Subjects:

- Religious Education: learners discuss about self-love from religious texts.
- Kenyan Sign Language, Kiswahili and English: learners make journal entries on steps they would take to improve their self-esteem.

Suggested Learning Resources:

artifacts, museums, library resources, approved textbooks, digital devices, ,maps, resource person,

Core Competencies to be Developed:

- Communication and collaboration: learners develop speaking skills as they discuss cultural beliefs that promote self- esteem.
- Digital literacy: learners use digital devices to search for the relationship between self-esteem and personal productivity

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe their personality traits for self-understanding.	describes their personality traits giving all details	Describes their personality traits giving major details	describes their personality traits leaving out minor details	describes their personality traits leaving out major details
Ability to share goals for self-improvement in social life,	Shares goals for self-improvement in social life using varied examples	share goals for self-improvement in social life using most examples	share goals for self-improvement in social life leaving out minor examples	share goals for self-improvement in social life leaving out most examples
Ability to explain the contribution of self-esteem on their holistic development.	Explains the contribution of self-esteem on their holistic development citing all contexts	Explains the contribution of self-esteem on their holistic development citing most contexts	explains the contribution of self-esteem on their holistic development omitting few contexts	explains the contribution of self-esteem on their holistic development leaving out most contexts
Ability to determine effects of unhealthy self-esteem in day-to-day lives.	determines effects of unhealthy self-esteem in day-to-day lives giving major incidences	Determines effects of unhealthy self-esteem in day-to-day lives giving most incidences	Determines effects of unhealthy self-esteem in day-to-day lives leaving out minor incidences	Determines effects of unhealthy self-esteem in day-to-day lives leaving out most incidences

STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Community Service Learning Project</p>	<p>2.1 Community Service Learning Project (8 lessons)</p> <p>Note: Learners can identify the gaps/problems in the community for the CSL project by scrutinizing the Pertinent and Contemporary Issues (PCIs) or Sub Strands of some learning areas in their context.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem/gap in the community b) design a solution(s) to the identified problem c) plan to implement the solution to the identified problem d) implement the plan for solving the identified problem e) report/account on the concluded project f) appreciate the need to be part of the solution to the gaps/challenges in the community. 	<ul style="list-style-type: none"> ● The learners are guided brainstorm and identify problems/gaps/opportunities in their school community that need attention ● Learners are guided to discuss and adapt one identified (problem/gap) for the class/group project and hence state the project title ● Learners are guided to write down the statement of the problem (a small description of the identified problem) ● Learners are guided to research, discuss and agree on an appropriate solution addressing the identified problem. ● Learners are guided to write down a plan for implementing the proposed solution. ● Learners are guided to implement the plan to address the identified problem (<i>Pair learners who are deaf with learners who are hard of hearing. Ensure learner's safety when they are implementing the</i> 	<ol style="list-style-type: none"> 1. How does one determine some gaps/needs in the community? 2. Why is it necessary to make adequate preparations before embarking on a project?

			<p><i>solutions to the problem. Learners should be accompanied by the teacher and guided throughout the implementation process)</i></p> <ul style="list-style-type: none"> ● Learners are guided to reflect on the concluded project and submit a summary report to the CSL teacher. 	
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Core competencies:

- Communication and Collaboration: learners develop the skills of listening and observing keenly and the skill of speaking and signing clearly as they discuss and agree on an appropriate solution addressing the identified problem.
- Self-efficacy: learners develop leadership skills as they brainstorm and identify community needs and plan to undertake a CSL project to solve the need in the school community.
- Critical Thinking and Problem-solving: learners develop the skill of evaluation and decision making skills as they discuss and agree on an appropriate solution addressing the identified problem.
- Learning to learn: learners develop self-discipline skills as they work collaboratively to address a community.

Pertinent and Contemporary Issues (PCIs):

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

Values

Values

- Patriotism: as learners serve the community as they identify problems in their school community that need attention and address the problem through the implementation of the CSL project.
- Respect: learners understand and appreciate others as they research, discuss and agree on an appropriate solution addressing the identified problem.
- **Unity:** learners strive to achieve a common goal as they work together to implement the CSL project.

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Ability to identify a problem/gap in the community.	Learner identifies a problem/gap in the community in detail.	Learner identifies a problem/gap in the community.	Learner identifies a problem/gap in the community with some details.	Learner identifies a problem/gap in the community with no details.
Ability to propose solution(s) to the identified problem.	Learner proposes solution(s) to the identified problem in varied contexts.	Learner proposes solution(s) to the identified problem.	Learner proposes solution(s) to the identified problem in a few contexts.	Learner proposes solution(s) to the identified problem in limited contexts.
Ability to design a plan to solve the identified problem.	Learner designs a plan to solve the identified problem with rich details.	Learner designs a plan to solve the identified problem.	Learner designs a plan to solve the identified problem but leaves out minor details.	Learner designs a plan to solve the identified problem but leaves out major details.
Ability to implement the plan for solving the identified problem.	Learner implements a plan for solving the identified problem following all the steps and makes reviews.	Learner implements a plan for solving the identified problem.	Learner implements a plan for solving the identified problem but leaves out minor steps.	Learner implements a plan for solving the identified problem but leaves out most of the steps.
Ability to report/account on the concluded project.	Learner reports/accounts on the concluded project in detail.	Learner reports/accounts on the concluded project.	Learner reports/accounts on the concluded project but leaves out minor details.	Learner reports/accounts on the concluded project but leaves out major details.

STRAND 3.0: PEOPLE AND RELATIONSHIPS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 People, Population and Relationships</p>	<p>3.1 Scientific Theory about Human Origin (6 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to scientific theory about Human Origin, b) explore the scientific theory about human origin, c) illustrate changes that took place in humans as a result of evolution, d) draw conclusions on common understanding of origin of humanity based on the scientific theory, e) develop a sense of humanity based on common origin.</p>	<ul style="list-style-type: none"> • The learner is guided to fingerspell and sign terms related to the Scientific Theory about Human Origin.(<i>scientific theory, evolution, natural selection, genetic variation, fossils, evolution stages</i>) • The learner is guided to conduct an online or library research about scientific theory as it is used to explain human origin and their existence. • The learner is guided to discuss and write down the different human remains that were discovered in Africa. • The learner is guided to use available digital or print resources to find out where various prehistoric human 	<p>1. Why is Africa considered as the cradle of humanity?</p>

			<p>remains were discovered in Africa.</p> <ul style="list-style-type: none"> • The learner is guided to draw charts showing the different stages of human evolution and share in class. • Learners are guided to sit in a circle to brainstorm on the physical differences between various species of early humans and when they existed and share their findings in class. • Learners are guided to sit in a semi-circle and engage with a resource person to discuss the preservation of remains of early humans and take notes. <i>If the resource person is not conversant with sign language the teacher should interpret.</i> • The learner is guided to carry out an online or library research on changes that took place in humans as a result of evolution, write them down and share them for peer assessment. • Learners are guided to sit in a circle and discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: teamwork as learners work together during group discussion on how scientific theory is used to explain human origin. • Digital Literacy: digital technology skills as learners use digital devices to find out the places where early human remains were discovered in Africa 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: learners accommodate each other's ideas as they brainstorm in groups on the differences between various species of early humans and when they existed and share • Responsibility: learners are engaged in the assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion: learners work together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Learners apply language skills learnt in English and Kenyan Sign Language as they brainstorm in groups on the differences between various species of early humans and where their remains were discovered. 				
<p>Suggested Learning Resources: artifacts, museums, library resources, approved textbooks, digital devices, ,maps, resource person,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Population	3.2 Early Civilization (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) Sign terms and concepts related to early civilization, b) Describe the Swahili civilization along the East African coast, c) Show how the best practices from early civilizations have contributed to the modern world, d) Appreciate the best practices of early civilization to the development of the modern world.	<ul style="list-style-type: none"> • The learner is guided to sign and fingerspell terms related to Early civilization.(<i>civilization, Arabs, portuguese,indians,persians,chinese,greek,egyptians,phoenicians,architecture</i>) • The learner is guided to use digital devices or print resources to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast (<i>Asia, Europe</i>). • Learners are guided to sit in a circle, discuss the origin of early visitors to the East African Coast up to 1500 and present in class. • Learners are guided to brainstorm on the Swahili civilization along the East African coast and discuss factors that led to the growth of East African city states. • Learners are guided to role play the best practices from early civilizations to the development of the modern world. 	1. Why is cultural heritage important to society?
Core Competencies: <ul style="list-style-type: none"> • Communication and Collaboration: teamwork as learners work together during group discussion on how scientific theory is used to explain human origin. • Digital Literacy: digital technology skills as learners use digital devices to find out the places where early human remains were discovered in Africa 				
Values: <ul style="list-style-type: none"> • Respect: learners accommodate each other’s ideas as they brainstorm in groups on the differences between various species of early humans and when they existed and share in class. 				

- Responsibility: learners are engaged in the assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: learners work together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity.

Link to other Subjects:

- Learners apply language skills learnt in English and Kenyan Sign Language as they brainstorm in groups on the differences between various species of early humans and where their remains were discovered.

Suggested Learning Resources:

artifacts, museums, library resources, approved textbooks, digital devices, ,maps, resource person,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.3 Trans Saharan Slave Trade (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to Trans Saharan Slave Trade, b) identify factors that led to development of Trans-Saharan slave Trade in Africa, c) describe the organization of Trans-Saharan slave trade in Africa, d) outline the effects of Trans-Saharan slave trade in Africa, e) participate in promotion of social justice in the society, f) desire to promote social justice in a society.	<ul style="list-style-type: none"> ● Learners are guided to identify, fingerspell and sign terms related to Trans Saharan Trade. ● Learners are guided to debate on factors that led to development of Trans-Saharan slave trade in Africa. ● Learners are guided to use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa. ● Learners are guided to discuss using signs, the effects of Trans-Saharan slave trade in Africa. ● Learners are guided to draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade. 	Why do people subject others to slave trade?
Core Competencies: <ul style="list-style-type: none"> ● Digital Literacy: learners use digital technology to effectively accomplish own tasks as they use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa, ● Creativity and Imagination: learners look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa 				
Values: <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa, 				

- Unity: learners take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners work together amicably as they debate on factors that led to development of Trans-Saharan slave trade in Africa.

Link to other Subjects:

- English and Kenyan Sign Language: learners use language skills as they discuss using signs, the effects of Trans-Saharan slave trade in Africa.

Suggested Learning Resources:

digital devices, internet, approved textbooks and other print resources, map of Africa,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 People and Population	1.4 Population Growth in Africa (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to population growth in Africa, b) explore causes and effects of population growth in Africa, c) examine types and effects of migration in Africa, d) illustrate demographic trends in Kenya, e) create awareness on the effects of population growth in the community, f) appreciate the impact of migration on population growth in Africa.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to Population Growth in Africa. (<i>population, migration, urban, rural, internal, external, demographic trends</i>) ● Learners are guided in groups to brainstorm causes of population growth in Africa. ● Learners are guided in groups to brainstorm effects of population growth in Africa. ● The learner is guided to use available digital devices or print resources to research on types of migration in Africa. ● The learner is guided to use available digital devices or print resources to research on the effects of population growth in Africa. ● The learner is guided to find out and outline the demographic trends in Kenya. ● The learner is guided to research on the factors that influence migration in Africa and share them in class. ● The learner is guided to develop posters 	Why is it important to study demographic changes?

			<p>to create awareness of the effect of population growth in the community and display them on strategic places.</p> <ul style="list-style-type: none"> • Learners are guided to sit in a circle and discuss ways of managing stress resulting from the effects of rapid population growth. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Digital Literacy: learners use digital technology skills as they use digital devices to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast. • Learning to learn: learners develop relationships as they present their discussion on the origin of the Swahili civilization along the East African coast. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: learners accommodate divergent opinions during group discussion on the origin of the early visitors in the East African Coast. • Patriotism: learners exhibit culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states 				
<p>Pertinent and Contemporary Issues (PCIs): Cultural Awareness: learners work together in brainstorming on the origin of early visitors to the East African Coast up to 1500.</p>				
<p>Link to other Subjects: English and Kenyan Sign Language: learners use language skills during group discussion on the origin of the early visitors in the East African Coast.</p>				
<p>Suggested Learning Resources: digital devices, internet, approved textbooks and other print resources, posters,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People, Population and Relationships	3.5 Diversity and Inclusion and interpersonal skills (10 lessons)	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms and concepts related to Social cultural diversity and inclusion, b) explore social cultural diversities in Kenya, c) explain ways of building a healthy self-esteem in social cultural diversity and inclusion, d) describe the impact of emotions on self and others , e) manage peer pressure in a socially culturally diverse environment, f) appreciate social cultural diversities in Kenya. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to Social cultural diversity and inclusion.(<i>diversity, inclusion, social cultural diversity,</i>) ● Learners are guided in groups to sit in a circle and discuss the social cultural diversities in Kenya. ● The learners are guided in groups to discuss personal and social cultural factors that influence social cohesion. ● The learner is guided to discuss various ways of building a healthy self-esteem in social cultural diversity and inclusion. ● The learner is guided to use digital or print material to find out how to improve one’s self-esteem and share the findings in class ● The learner is guided to watch <i>signed audio visual clips</i> on ways of handling different emotional situations and share in class. ● The learner is guided to engage a resource person to share about managing effects of emotions in a diversified environment. ● The learner is guided to role play ways of managing peer pressure, ● Learners are guided in groups to role 	How can we demonstrate respect and appreciation of Social Cultural Diversity and Inclusion?

			play skits on social cultural diversity and inclusion <ul style="list-style-type: none"> • Learners are guided in groups to compose communication messages on social cultural diversities in Kenya and share in class. 	
Core Competencies: <ul style="list-style-type: none"> • Self-Efficacy: learners develop self-confidence when role playing ways of managing peer pressure and skits on social cultural diversity and inclusion. • Citizenship: learners explore their own beliefs and those of others as they carry out group discussion on social cultural diversity in Kenya. 				
Values: <ul style="list-style-type: none"> • Patriotism: learners exhibit respect for fellow citizens as they discuss socio-cultural diversities in Kenya. • Love: learners avoid inflicting emotional pain on others when roleplaying expressions of different emotions. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Social cohesion: as learners work together harmoniously when role playing to express different emotions. • Ethnic and Racial Relation: learners respect and acceptance of heterogeneity as they discuss personal and social cultural factors that influence social cohesion. 				
Link to other Subjects: English: learners use writing skills as they compose communication messages on social cultural diversities in Kenya.				
Suggested Learning Resources: digital devices, print resources, approved textbooks, signed audio visual clips,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 People, Population and Relationships	3.6 Peace and Non - violent Conflict Resolution (10 lessons) <ul style="list-style-type: none"> ● Negotiation ● <i>Mediation</i> ● <i>Arbitration</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms and concepts related to peace and non-violent conflict resolution, b) identify situations that lead to conflicts in the family, c) apply peaceful ways of resolving conflicts in the family, d) design strategies for effective communication in resolving conflicts, e) build healthy relationships to promote peace in the family, f) show empathy with victims of conflicts in the family, explore ways of empathizing with victims of conflict, g) appreciate the culture of peace in a family. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to Peace and Non- violent conflict resolution in the family.(<i>conflict, conflict resolution, non- violent, negotiation, mediation</i>) ● Learners are guided to discuss and present situations that may lead to conflicts in a family. ● Learners are guided to use digital devices to research online on peaceful ways of resolving conflicts in the family and share in class. ● Learners are guided to role play different peaceful ways of resolving conflicts and peer assess the role play scenarios ● The learner is guided to role play peace building scenarios in class. ● The learner is guided to use digital devices to watch signed audio visual clips on various ways of empathizing with victims of conflict and write an essay. ● Learners are guided to use digital or print resources to research ways of building healthy relationships ● Learners are guided in groups to 	How can resolving conflicts help us live peacefully in the community?

			<p>compose and recite poems on the importance of peace in the family and present in class.</p> <p>Learners who are deaf are guided to compose and sign poems on the importance of peace in the family and present in class.</p>	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: learners develop digital technology skills as they use digital devices to research online on peaceful ways of resolving conflicts in the family. ● Self-Efficacy: learners use effective communication skills as they present their research findings in class. ● Communication and Collaboration: learners speak and sign clearly during group discussion on situations that may lead to conflicts in a family. 				
<p>Values:</p> <p>Peace: learners enhance the skill of resolving differences as they research online on peaceful ways of resolving conflicts in the family.</p> <p>Unity: learners display team spirit as they work in groups to compose poems on the importance of peace in the family and present in class</p> <p>Love: learners' empathy is enhanced as they watch signed audio visual clips on various ways of empathizing with victims of conflict.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social cohesion: learners work together harmoniously when role-playing peace-building scenarios.</p>				
<p>Link to other Subjects:</p> <p>English, Kiswahili and Kenya Sign Language: learners apply language skills when discussing and presenting on situations that may lead to conflicts.</p>				
<p>Suggested Learning resources:</p> <p>digital devices, print resources and approved textbooks, signed audio visual clips,</p>				

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to people, population and relationships.	Signs clearly and with correct movement, articulation and hand shape, terms related to people, population and relationships.	Signs terms related to people, population and relationships.	Signs some terms related to people, population and relationships.	Signs a few terms related to people, population and relationships.
Ability to explore the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity in depth.	Explores the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity leaving out some details.	Explores the scientific theory about human origin on formation of personal identity leaving out many details.
Ability to identify situations that may lead to conflicts in family.	Identifies situations that may lead to conflicts in the family and elaborates.	Identifies situations that may lead to conflicts in the family.	Partly identifies situations that may lead to conflicts in the family.	identifies situations that may lead to conflicts in the family with prompts
Ability to describe peaceful ways of resolving conflicts in the family.	Describes peaceful ways of resolving conflicts in the family Using relevant examples.	Describes peaceful ways of resolving conflicts in the family.	Partly describes peaceful ways of resolving conflicts in the family.	Describes peaceful ways of resolving conflicts in the family with prompts.
Ability to describe the	Describe the Swahili	Describes the Swahili	Describes partly the	Describe the Swahili

Swahili civilization along the East African coast.	civilization along the East African coast with concrete examples.	civilization along the East African coast.	Swahili civilization along the East African coast.	civilization along the East African coast with prompts.
Ability to describe the organization of Trans-Saharan slave trade in Africa.	Describes the organization of Trans-Saharan slave trade in Africa in details.	Describes the organization of Trans-Saharan slave trade in Africa.	Describes the organization of Trans-Saharan slave trade in Africa omitting minor details.	Describes the organization of Trans-Saharan slave trade in Africa omitting minor details.
Ability to outline effects of Trans-Saharan slave trade in Africa.	Outlines effects of Trans-Saharan slave trade in Africa providing many relevant examples.	Outlines effects of Trans-Saharan slave trade in Africa.	Outlines some effects of Trans-Saharan slave trade in Africa providing a few relevant examples.	Outlines some effects of Trans-Saharan slave trade in Africa but requires further study.
Ability to examine types and effects of migration in Africa.	Examines types and effects of migration in Africa with examples.	Examines types and effects of migration in Africa.	Examines partly types and effects of migration in Africa.	Examines types and effects of migration in Africa with prompts.
Ability to explain ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion with examples.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains some ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion with prompts.

Ability to describe the impact of emotions on self and others.	Describes the impact of emotions on self and others with practical examples.	Describes the impact of emotions on self and others.	Describes moderately the impact of emotions on self and others.	Describes the impact of emotions on self and others with assistance.
Ability to identify situations that may lead to conflicts in family.	Identifies situations that may lead to conflicts in the family with concrete examples.	Identifies situations that may lead to conflicts in the family.	Identifies partly situations that may lead to conflicts in the family.	Identifies situations that may lead to conflicts in the family with support..
Ability to locate where prehistoric human remains were discovered in Africa.	Locates where prehistoric human remains were discovered in Africa with illustrations	Locates where prehistoric human remains were discovered in Africa	Locates where prehistoric human remains were discovered in Africa with some illustrations.	Locates where prehistoric human remains were discovered in Africa with no illustrations.
Ability to illustrate changes that took place in humans as a result of evolution.	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage.	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage.	Illustrates partly the changes that took place in humans as a result of evolution, showing activities they undertook in each stage.	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage with cues.
Ability to draw conclusions on common understanding of the origin of humanity	Draws conclusions on common understanding of origin of humanity based on the scientific theory with relevant examples.	Draws conclusions on common understanding of the origin of humanity based on scientific theory.	Draws conclusions on common understanding of the origin of humanity based on the scientific theory partially.	Draws conclusions on common understanding of the origin of humanity based on the scientific theory with cues.

based on scientific theory.				
Ability to trace the places of origin of early visitors to the East African Coast.	Traces the places of origin of early visitors to the East African Coast with many illustrations	Traces the places of origin of early visitors to the East African Coast	Traces the places of origin of early visitors to the East African Coast with a few illustrations.	Traces the places of origin of early visitors to the East African Coast with no illustrations.
Ability to show how the best practices from early civilizations have contributed to the modern world.	Shows how the best practices from early civilizations have contributed to the modern world with concrete examples.	Shows how the best practices from early civilizations have contributed to the modern world.	Shows partially how the best practices from early civilizations have contributed to the modern world.	Shows how the best practices from early civilizations have contributed to the modern world with prompts.
Ability to demonstrate assertiveness to promote social justice in the society.	Demonstrates assertiveness to promote social justice in society exceptionally.	Demonstrates assertiveness to promote social justice in society.	Demonstrates assertiveness to promote social justice in society moderately.	Demonstrates assertiveness to promote social justice in society with cues.
Ability to illustrate demographic trends in Kenya.	Illustrates demographic trends in Kenya showing settlement patterns.	Illustrates demographic trends in Kenya.	Illustrates Somewhat demographic trends in Kenya.	Illustrates demographic trends in Kenya with cues.
Ability to manage peer pressure in a socially	Manages peer pressure in a culturally diverse environment confidently.	Manages peer pressure in a culturally diverse environment.	Manages peer pressure in a culturally diverse environment moderately.	Manages peer pressure in a culturally diverse environment with cues.

culturally diverse environment.				
Ability to apply peaceful ways of resolving conflicts in the family.	Applies peaceful ways of resolving conflicts in the family with ease.	Applies peaceful ways of resolving conflicts in the family.	Applies partly peaceful ways of resolving conflicts in the family.	Applies peaceful ways of resolving conflicts in the family with prompts.

STRAND 4 .0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.1 Map Reading and Interpretation (12 Lessons)	By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to Map Reading and Interpretation, b) interpret maps using marginal information, c) determine distances and areas of places on a map using scales, d) describe the different methods of representing physical features on topographical maps, e) apply critical thinking skills in map reading and	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign the terms related to Map Reading and Interpretation. ● Learners are guided in pairs to use relevant print resources in class to search the meaning of “marginal information” and elements of marginal information and share with peers. ● In pairs, guide learners to interact with a topographic map and identify the marginal information and share with other pairs. ● Learners are guided in groups to sit in a circle and discuss the marginal information on a map and present it in class. 	<ol style="list-style-type: none"> 1. How can we measure distance on a map? 2. How can critical thinking be used in map interpretation?

		<p>interpretation, f) appreciate the use of marginal information to interpret maps.</p>	<ul style="list-style-type: none"> ● Learners are guided in pairs to sit facing each other and brainstorm on types and uses of scales (<i>Statement scale, linear scale, and Representative fraction scale</i>) and present in class. ● Learners are guided in pairs to practice scale conversions on a topographical map and peer assessment. (<i>The teacher should demonstrate scale conversion skill and then allow learners to practice.</i>) ● Learners are guided to practice measuring distances on a topographical map and share in class. (<i>The teacher should demonstrate measuring distance on a topographic map and then allow learners to practice.</i>) ● Learners are guided to calculate the area of different places on a topographical map and share in class (<i>the teacher should demonstrate calculate the area of different places on a topographical map and then allow learners to practice.</i>) ● Learners are guided in pairs to use digital devices or relevant print media to find out different methods of representing relief on topographic maps (<i>drainage, relief features and vegetation</i>) and share in class. ● The learner is guided to draw 	
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			<p>diagrams of the relief and drainage features on a topographical maps.</p> <ul style="list-style-type: none"> ● Learners are guided in pairs to use digital or print resources to search for essential critical thinking skills necessary for map interpretation. ● Learners are guided in groups to identify physical features on a topographical map. ● Learners are guided in groups to use digital or print resources to search for essential critical thinking skills necessary for map interpretation (observation, analysis, communication, inference) and present in class 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: learners develop research skills as they undertake research in groups to learn different methods of representing physical features. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social Cohesion: learners work harmoniously in groups to practice scale conversions on a topographical map. ● Critical thinking: learners use critical thinking skills necessary for map interpretation 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Creative Arts: drawing: learners apply drawing skills in drawing diagrams of the relief and drainage features on a topographical maps ● Mathematics: learners apply calculation skills in working out the area of different places on a topographical map. 				

Suggested Learning Resources:

local and extended environment ,topographical maps, vetted digital resources, educational computer games, approved textbooks and other printed resources , Internet sources , display board, pair of dividers, ruler

Strand	Sub Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.2 Weather and Climate <i>Desert</i> <i>Semi-desert</i> <i>Tropical</i> <i>Mediterranean</i> <i>Mountain</i> (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign the terms related to weather and climate, b) examine the factors influencing weather and climate in Africa, c) illustrate the distribution and characteristics of major climatic regions of Africa, d) explore positive ways of managing stress during disasters caused by climate change, e) apply problem solving skills in addressing effects of climate change on the environment, f) recognise the effects of weather and climate on human 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign the terms related to Weather and Climate. (<i>climate, weather, different climatic regions</i>) ● The learner is guided to observe a print or electronic map of Africa to find out the distribution of climatic regions in Africa. ● The learner is guided to draw a map of Africa and locate the different climatic regions in Africa and display in class for peer assessment. ● In pairs, guide learners to carry out a library or digital research to find out the characteristics of different climatic regions in Africa and give a report in class. ● In pairs, guide learners to use print or digital resources to research on the factors influencing weather and climate in Africa and share in class. ● Guide learner to draw a map of Africa and indicate the major climatic regions (<i>desert, semi-</i> 	<ol style="list-style-type: none"> 1. How does climate change affect human activities? 2. How can one manage stress during disasters?

		<p>activities.</p>	<p><i>desert, tropical, mediterranean and mountain</i> and display it in class.</p> <ul style="list-style-type: none"> ● In groups guide learners to watch a captioned or signed audio visual clip or use print materials on the distribution and characteristics of major climatic regions of Africa ,(<i>desert, semi-desert, tropical, mediterranean and mountain</i>) and make short notes. ● Guide learners in groups to brainstorm on the causes and effects of climate change and share in class. ● Guide learners to discuss ways of managing stress caused during disasters caused by climate change. ● Learners are guided to create a skit and perform on problem solving skills to address effects of climate change. ● Guide learners to engage with a resource person to discuss on the effects of weather and climate on personal wellbeing and human activities. Provide a sign language interpreter to support learners who are Deaf. 	
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Core competencies:

Critical Thinking and Problem Solving: learners enhances active listening and communication skills as they discuss with a resource person to assist in understanding the effects of weather and climate in human activities.

Values:

- Patriotism: learners become aware of own responsibility in the society in addressing the effects of climate change in the community.
- Responsibility: learners engage in the task of drawing a map of Africa and indicating the climatic regions independently.

Pertinent and Contemporary Issues (PCIs):

- Disaster and risk reduction: as learners learn about ways of addressing effects of climate change.
- Environmental Education: as learners become aware of the effects of climate change as they perform a skit on problem solving skills to address effects of climate change.

Link to other subjects:

- Agriculture and Nutrition: learners apply skills in Agriculture when brainstorming in groups on the causes and effects of climate change on human activities.
- Creative Arts and Sports: learners apply drawing skills in drawing a map of Africa and indicating the climatic regions.

Suggested Learning Resources:

resource person, signed audio visual clips, drawing materials, print resources, digital devices, maps

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.3 Vegetation in Africa (8 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign the terms related to vegetation in Africa, b) explain factors influencing vegetation distribution in Africa, c) describe the characteristics of major vegetation regions of Africa on the map, d) locate the main vegetation regions of Africa, e) apply methods of conserving vegetation in the community, f) explore personality interest on conservation of vegetation for career choice, g) appreciate vegetation conservation within the environment. 	<ul style="list-style-type: none"> ● Guide a learner to identify, fingerspell and sign the terms related to Vegetation in Africa. ● Guide learners in groups to sit in a circle to brainstorm factors influencing vegetation in Africa and do a presentation in class. ● In pairs, carry out a library or online research on factors influencing vegetation distribution in Africa and share in class. ● In groups guide learners to carry out a field excursion of the immediate environment and identify the different types of vegetation. (Ensure learners are in the appropriate gear and that they observe all the safety measures <i>(Provide a sign language interpreter for the Deaf learners.)</i>) ● Pair learners and guide them to carry out a library or online research on factors influencing vegetation distribution in Africa and share in class. ● In groups guide learners to search observe a print or electronic map of Africa showing the distribution of 	<ol style="list-style-type: none"> 1. Why should we care for vegetation in our environment? 2. How should we care for vegetation in our environment?

			<p>Vegetation in Africa.</p> <ul style="list-style-type: none"> ● In pairs, guide learners to use digital or print resources to find out the main vegetation regions in Africa. ● In groups, guide learners to use digital or print resources to identify the characteristics of vegetation in Africa. ● Guide the learner to draw the map of Africa and indicate the vegetation regions and display in class for peer assessment. ● In groups create posters on methods of conserving vegetation in the locality and display them in class for peer assessment. ● The learner is guided to write essays on ways of caring for vegetation in the school community and present in class. ● Learners are guided to debate on the importance of vegetation in the community and make short notes. ● Guide learners to reflect and share on their personal interest in professions associated with vegetation conservation. 	
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<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: learners develop speaking and signing skills during debate on importance of vegetation in the community. ● Citizenship: learners enhance skills of caring for the environment during creation posters on methods of conserving vegetation in the locality. ● Digital Literacy: learners use digital technology skills as they use digital devices to accomplish the task of finding out the vegetation regions in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners display team spirit when carrying out a field excursion of the immediate environment and identify the different types of vegetation ● Responsibility: learners engage in the role of writing essays on ways of caring for vegetation in the school community. 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental Education: as learners participate in debating on the importance of vegetation in the community.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Agriculture and nutrition: learners relate the skill of conservation as they create posters on methods of conserving vegetation in the locality. 				
<p>Suggested Learning Resources: library resources, online resources, digital devices, local and extended environment, maps of Africa, posters, charts,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.4 Historical Sites and Monuments in Africa <ul style="list-style-type: none"> ● <i>Fort Jesus</i> ● <i>Kilwa</i> ● <i>Great Zimbabwe</i> ● <i>Giza pyramids</i> ● <i>Meroe</i> ● <i>Timbuktu</i> ● <i>Robben Island</i> (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign the terms related to historical sites and monuments in Africa, b) locate selected historical sites and monuments in Africa, c) examine the importance of historical sites and monuments for the preservation of cultural heritage, d) explore ways of conserving historical sites and monuments in Africa, e) apply strategies of overcoming challenges in conserving cultural heritage, f) value conservation of historical sites and monuments in the locality in 	<ul style="list-style-type: none"> ● Learner is guided to identify, fingerspell and sign the terms related to Historical Sites and Monuments in Africa (<i>historic sites, monuments, cultural heritage</i>). ● Learners are guided in pairs to use digital or print resources to trace selected historical sites and monuments in Africa) and present in class. ● Learners are guided in pairs to observe a print or electronic map of Africa and locate selected historical sites and monuments in Africa. ● Learner is guided to draw a map of Africa and indicate the selected historical sites and monuments and share them in class. ● Learner is guided to develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in Africa and share in class. ● Learners are guided to use digital or print resources to find out ways of conserving historical sites and monuments and present them in class. ● Learners are guided to demonstrate love for their own community as they exchange new ideas in designing creative ways to preserve cultural heritage and share. ● Learners are guided to display national 	<ol style="list-style-type: none"> 1. Why should we conserve historical sites and monuments? 2. How do we develop creative thinking skills?

		promoting cultural heritage.	pride as they collect pictures and photographs and create an album of historical sites and monuments and display them in class.	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Citizenship: Learners develop the skill of constructive dialogue when brainstorming in groups on the importance of historical sites and monuments in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners display team spirit when brainstorming in groups on the importance of historical sites and monuments in Africa and share in class ● Patriotism: learners demonstrate love for their own community by preserving cultural heritage. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Nationalism: the learner displays national pride when finding out ways of conserving historical sites and monuments. ● Social cohesion: learners work harmoniously as they in pairs use digital or print resources to find out ways of conserving historical sites and monuments 				
<p>Link to other subjects: Creative Arts and Sports: learners apply drawing skills when drawing a map of Africa and trace the selected historical sites and monuments.</p>				
<p>Suggested Learning Resources: pictures, print resources, digital resources, photographs, print and electronic maps of Africa,</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Ability to examine factors influencing weather and climate in Africa.	Learner examines factors influencing climate in Africa in depth.	Learner examines factors influencing weather and climate in Africa.	Learner examines factors influencing weather and climate in Africa while omitting minor details.	Learner examines factors influencing weather and climate in Africa while omitting major details.
Ability to explain factors influencing vegetation distribution in Africa.	Learner explains the factors influencing vegetation distribution in Africa with much detail.	Learner explains the factors influencing vegetation distribution in Africa.	Learner explains factors influencing vegetation distribution in Africa leaving out minor details.	Learner explains factors influencing vegetation distribution in Africa leaving out major details.
Ability to examine the importance of historical sites and monuments for the preservation of cultural heritage.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage with smooth flow of ideas and coherence.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage but mixes up minor ideas.	Learner examines the importance of historical sites and monuments for the preservation of cultural heritage but mixes up major ideas.
Ability to explore positive ways of managing disaster-related stress.	Learner explores positive ways of managing disaster-related stress without errors in varied contexts.	Learner explores positive ways of managing disaster-related stress.	Learner explores positive ways of disaster-related stress with many errors.	Learner explores some positive ways of disaster-related stress with major errors that distort meaning.

Ability to describe the different methods of representing physical features on topographic maps.	Learner describes the different methods of representing physical features on topographic maps. with many relevant examples.	Learner describes the different methods of representing physical features on topographic maps.	Learner describes the different methods of representing physical features on topographic maps with a few relevant examples.	Learner describes the different methods of representing physical features on topographic maps. with no relevant examples.
Ability to illustrate the distribution and characteristics of climatic regions of 5.	Learner illustrates the distribution and characteristics of climatic regions of Africa in detail and with relevant examples.	Learner illustrates the distribution and characteristics of climatic regions of Africa.	Learner illustrates the distribution and characteristics of climatic regions of Africa with minor irrelevant details.	Learner illustrates the distribution and characteristics of climatic regions of Africa with major irrelevant details.
Ability to locate selected historical sites and monuments in Africa.	Learner locates selected historical sites and monuments in Africa giving detailed descriptions.	Learner locates selected historical sites and monuments in Africa.	Learner locates 4 - 6 selected historical sites and monuments in Africa.	Learner locates less than 3 selected historical sites and monuments in Africa.

STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 Political Developments and Governance</p>	<p>4.1 The Constitution of Kenya (6 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) sign the components of the constitution of Kenya, b) explore the components of the Constitution of Kenya, c) illustrate the roles of the three arms of government of Kenya in reference to the relevant chapters in the Constitution, d) examine the guiding principles of leadership and integrity in the Constitution of Kenya,</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign the components of the Constitution of Kenya. ● In groups, learners are guided to discuss and list the components of the Constitution of Kenya ● In pairs, learners are guided to use digital devices or print resources to search for information on the three arms of government, their roles and interrelationships and share in class. ● In groups learners are guided to outline on a manila or a paper chart the three arms of government, their roles and interrelationships and display them in the classroom. ● In groups, learners are guided to brainstorm on the guiding principles of leadership and integrity in the Constitution of Kenya, ● In pairs, learners are guided to use digital or print resources to find out the guiding principles 	<ol style="list-style-type: none"> 1. Why do we need a constitution? 2. Why is integrity important in national leadership? 3. Why is assertiveness important in adhering to the Constitution of Kenya?

		<p>e) apply assertiveness in the principles of leadership and integrity in daily interactions,</p> <p>f) exhibit good leadership intended in chapter six of the Constitution of Kenya.</p>	<p>of leadership and integrity in Constitution of Kenya</p> <ul style="list-style-type: none"> ● In groups, learners are guided to reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions ● In groups learners are guided to debate on whether or not leaders in Kenya adhere to their constitutional responsibilities. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Citizenship: learners develop national and cultural identity skills as they debate on whether or not leaders in Kenya adhere to their constitutional responsibilities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: learners learn to choose to do the right time as they brainstorm on the guiding principles of leadership and integrity in the Constitution of Kenya. ● Unity: learners exhibit cooperation and team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance: learners learn about guiding principles of leadership and integrity in the Constitution of Kenya when brainstorming in groups. ● Social cohesion: learners work harmoniously when creating charts in groups showing the three arms of government, their roles and interrelationships. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language and English: learners apply the skill of effective communication as they debate on whether or not leaders in Kenya adhere to their Constitutional responsibilities. ● Creative Arts and Sports: as learners create charts showing the three arms of government, their roles and interrelationships. 				

Suggested Learning Resources:

digital devices, print resources, manilla papers, charts, the Kenyan constitution, approved textbooks,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.2 Human Rights (8 Lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign terms related to human rights, b) explore how human rights can be respected and protected in the community, c) describe the process of effective communication on human rights issues, d) outline the Children’s Rights in Kenya, e) demonstrate ways in which children are protected against violation of their Rights in Kenya, f) recognise the responsibility of the society in protecting human rights. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to human rights. ● In groups, learners are guided to brainstorm on the meaning of human rights citing examples. ● In groups, learners are guided to brainstorm on how human rights can be respected and protected in the community and share in class, ● In groups, learners are guided to role-play scenarios that depict the process of effective communication on human rights issues ● In groups, perform a skit depicting ways in which children are protected against violation of their rights ● In groups, learners are guided to use digital devices or print resources to search and identify the rights of the child as stipulated in the Children’s Act (recent) and the African Charter on the rights and welfare of the child ● In groups, learners are guided to discuss and share in class how children’s rights are violated in society. ● exhibit the value of human dignity as they 	<ol style="list-style-type: none"> 1. How can we promote respect for Children’ Rights in the community? 2. How can effective communication foster respect for Human Rights?

			design an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights .	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Citizenship: learners develop artistic self-expression skills as they perform a skit depicting ways in which children are protected against violation of their rights. ● Critical Thinking and Problem Solving: learners develop researching skills as they find extra information when searching and identifying the rights of the child using digital or print resources. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social Justice: learners foster fairness and justice among themselves as they brainstorm on how human rights can be respected and protected in the community. ● Respect: learners exhibit value of human dignity when designing an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety and Security: learners become aware of protection of children against violation of their rights.</p>				
<p>Link to other subjects: Religious Education: learners apply knowledge on promoting human dignity in the society as they learn about human rights.</p>				
<p>Suggested Learning Resources: print resources, digital resources, approved textbooks, the Kenyan constitution,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.3 Citizenship (8 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) sign terms related to citizenship,</p> <p>b) describe qualities of a global citizen in the world today,</p> <p>c) explore ways in which Nobel Prize nominees responded to injustice situations in the society,</p> <p>d) exhibit social entrepreneurship and active participation for personal and social well-being,</p> <p>e) show empathy to personalities who volunteer for addressing injustices in the society.</p>	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to citizenship,(<i>citizen, citizenship, global citizenship,</i>). ● In groups, guide learners to brainstorm on qualities and responsibilities of a global citizen in the world today. ● In groups, learners are guided to use print or digital resources to find out the responsibilities of a global citizen. ● The learner is guided to become aware about responsibilities of as global citizens in developing communication messages or posters on responsibilities of a global citizen in the world today. ● In groups learners are guided to discuss factors for harmonious coexistence among citizens in East Africa and Africa. ● In pairs, learners are guided to carry out library research on social entrepreneurship and active participation for personal and social wellbeing and write a report. ● In groups, learners are guided to discuss desirable characteristics of the Nobel Prize nominees and ways of modeling them. ● In groups, learners are guided to debate on differences and similarities about how (Wangari Maathai and Mahatma Gandhi) responded to injustice situations in society. ● In groups, learners are guided to set goals that go beyond their comfort zone as they visualize and share a depiction of 	<ol style="list-style-type: none"> 1. How can we promote global citizenship? 2. How can we show empathy as global citizens?

			<p>themselves in 15 years' time enjoying their contribution as global citizens.</p> <ul style="list-style-type: none"> ● The learner is guided to write an essay on the importance of empathy to personalities who volunteer to address injustices in society. ● In groups, learners are guided to practice, sing and sign sing and the Eastern Africa (EAC) and African Union (AU) anthems. ● Learners are guided to in small groups translate the EAC and AU anthems into indigenous languages and sing in class. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Citizenship: the learner develops information and communication skills as they debate on differences and similarities about how Wangari Maathai and Mahatma Gandhi responded to injustice situations in society. ● Self - Efficacy: learners develop leadership skills as they set goals that go beyond their comfort zone when visualizing and sharing a depiction of themselves in 15 years' time enjoying their contribution as global citizens. 				
<p>Values: Patriotism: learners promote democracy and Rule of Law as they become aware of their own responsibilities in the society when describing the qualities and responsibilities of a global citizen.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Civic responsibility: learners become aware about responsibilities of as global citizens when developing communication messages or posters on responsibilities of a global citizen in the world today. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Religious education: learners gain more knowledge about factors for harmonious coexistence among citizens in East Africa and Africa. ● Creative arts: as learners practice sign singing the Eastern Africa (EAC) and African Union (AU) anthems. 				

Suggested Learning Resources:

print resources, digital resources, approved textbooks, posters,

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms related to political developments and governance.	Signs clearly and with correct movement, articulation and hand shape, terms related to political developments and governance.	Signs terms related to political developments and governance.	Signs some terms related to political developments and governance.	Signs a few terms related to political developments and governance.
Ability to explore the components of the Constitution of Kenya.	Explores the components of the Constitution of Kenya with relevant examples.	Explores the components of the Constitution of Kenya.	Explores the components of the Constitution of Kenya with some relevant examples.	Explores the components of the Constitution of Kenya with no relevant examples.
Ability to examine the guiding principles of leadership and integrity in the Constitution of Kenya.	Examines the guiding principles of leadership and integrity in the Constitution of Kenya with many relevant examples.	Examines the guiding principles of leadership and integrity in the Constitution of Kenya.	Examines guiding principles of leadership and integrity in the Constitution of Kenya with a few relevant examples.	Examines some guiding principles of leadership and integrity in the Constitution of Kenya with no examples.

Ability to explore how human rights can be respected and protected in the community.	Explores how human rights can be respected and protected in the community with many relevant examples.	Explores how human rights can be respected and protected in the community.	Explores how human rights can be respected and protected in the community with some relevant examples.	Explores how human rights can be respected and protected in the community with no relevant examples.
Ability to describe the process of effective communication on human rights issues.	Describes the process of effective communication on human rights issues in depth.	Describes the process of effective communication on human rights issues.	Describes the process of effective communication on human rights issues but leaves minor details.	Describes the process of effective communication on human rights issues but leaves out major details.
Ability to describe qualities and responsibilities of a global citizen in the world today.	Describes qualities and responsibilities of a global citizen in the world today with many examples.	Describes qualities and responsibilities of a global citizen in the world today.	Describes qualities and responsibilities of a global citizen in the world today with a few examples.	Describes some qualities and responsibilities of a global citizen in the world today with no examples.
Ability to explore ways in which Nobel Prize nominees responded to injustice situations in the society.	Explores ways in which Nobel Prize nominees responded to injustice situations in the society in detail.	Explores ways in which Nobel Prize nominees respond to injustice situations in society.	Explores ways in which Nobel Prize nominees responded to injustice situations in society leaving out minor details.	Explores some ways in which Nobel Prize nominees responded to injustice situations in the society leaving out major details.
Ability to illustrate the roles of the three arms of the Government of Kenya.	Illustrates the roles of the three arms of the Government of Kenya citing examples from the Constitution.	Illustrates the roles of the three arms of the Government of Kenya.	Illustrates the roles of only two arms of the Government of Kenya.	Illustrates the roles of only one arm of the Government of Kenya.

Ability to demonstrate ways in which children are protected against violation of their Rights in Kenya.	Demonstrate ways in which children are protected against violation of their Rights in Kenya giving many examples.	Demonstrate ways in which children are protected against violation of their Rights in Kenya.	Demonstrates ways in which children are protected against violation o-f their Rights in Kenya giving some examples.	Demonstrates some ways in which children are protected against violation of their Rights in Kenya giving no examples.
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APPENDIX 1: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-strand	Suggested Assessment methods	Non-formal activities
1.0 People, Population and Relationships	1.1 Scientific Theory about Human Origin	a) Oral/signed questions b) Written tests c) Project work d) Observation	<ul style="list-style-type: none"> ● Composing and singing songs about human origin ● Creating posters or communication messages or videos on human origin and share with the school community ● Visiting a pre historic in Kenya or within locality
	1.2 Early Civilisation	a) Oral/signed questions b) Observations c) Written tests	<ul style="list-style-type: none"> ● Singing a song on the importance of cultural diversity in Africa ● Drawing and displaying charts on migration routes.
	1.3 Population Growth in Africa	a) Oral/signed questions b) Observation c) Written tests d) Checklists	Designing posters/models of settlement patterns in Africa
	1.4 Social cultural diversity and inclusion	a) Oral/signed Questions b) Teacher made tests c) Observation	

		d) Portfolio e) Anecdotal Records f) Checklist	
	1.5 Peace and Conflict Resolution	a) Oral/signed questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	<ul style="list-style-type: none"> • Conducting a civic dialogue with community members about the importance of valuing cultural diversity • Initiating and organize family outings to discuss peace and family agreements as a means of maintaining trust and unity for peaceful living • Organising to visit and interact with relatives • Taking part in meetings with family and friends from different backgrounds/communities • Spending quality time with family members

2.0 Community Service Learning class project	2.0 Community Service Learning class project	a) Oral /signed Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist g) Projectt	Conducting a Community Service Learning project
3.0 Natural and Built	3.1Map Reading and	a) Oral /signed Questions	Drawing a sketch map of the school compound

Environments in Africa	Interpretation	<ul style="list-style-type: none"> b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist 	
	3.2 Weather and Climate	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio 	<ul style="list-style-type: none"> ● Making a model of the internal structure of the earth ● Conducting field work on effects of climate change ● Visiting nearby weather station
	3.3 Vegetation in Africa	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists 	Tree planting in the immediate environment
	3.4 Historical sites and monuments	<ul style="list-style-type: none"> a) Oral/signed Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists 	<ul style="list-style-type: none"> ● Conducting a trip to any historical site or monument. ● Setting up a cultural corner in the school. ● Establishing cultural days in school
4.0 Political Development and Governance	4.1 The Constitution of Kenya	<ul style="list-style-type: none"> a) Oral questions b) Observations c) Written tests d) Journaling 	Conducting research in the community on adherence of local leaders to the principles of leadership and integrity found in the Constitution of Kenya and share results with community in barazas.
	4. 2. Human	<ul style="list-style-type: none"> a) Oral questions 	<ul style="list-style-type: none"> ● Commemorating the day of the African Child

	Rights	b) Observations c) Written tests	<ul style="list-style-type: none"> ● Listening to talks on universally shared human rights and values respective of progressive cultural context during assembly ● Leading open forums in school to pass messages on human rights values ● African Charter on the Rights of the Child
	4.3 Citizenship	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> ● Visiting children office within their locality to learn about child protection ● Composing poems on global citizenship ● Developing posters on the qualities of global citizens and post them at strategic positions in the school ● Preparing scrapbooks to write down on the local, national, regional, and global issues affecting people in the form of a story ● Celebrating World Day on Social Justice