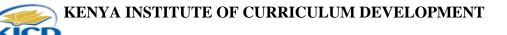**REPUBLIC OF KENYA**
MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 9

FOR LEARNERS WITH HEARING IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

All

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 nine curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade eight. 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,
MINISTRY OF EDUCATION

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 nine curriculum furthers implementation of the CBC from Grade eight. 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 nine 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 nine and prepare them for smooth transition to Grade Senior school. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

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

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DIRECTOR/CHIEF EXECUTIVE OFFICER
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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

The people of Kenya 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, to live together in harmony and foster patriotism, and 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 modernisation. 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 that requires 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 recognises 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 equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system that 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 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 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

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 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**

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By 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. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Social Studies are 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 in the 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 Goal16. 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 them, 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 Career Development**	**1.1** Pathway Choices	4
		1.2 Pre-career choices	4
2.0	**Community Service-Learning Project**	**2.1** Community Service-Learning Project	8
3.0	**People and Relationships**	**3.1** Socio- Economic Practices of Early Humans	6
		3.2 Indigenous Knowledge systems in African Societies	8
		3.3 Poverty Reduction	6
		3.4 Population Structure	8
		3.5 Peace and Non-violent Conflict Resolution	8
		3.6 Healthy relationships	4
4.0	**Natural and Historic Built Environments**	**4.1** Topographical maps	8
		4.2 Internal land forming processes	8
		4.3 Multipurpose River Projects in Africa	8
		4.4 Management and conservation of the Environment	6
		4.5 World Heritage sites in Africa	6
5.0	**Political Developments and Governance**	**5.1** The Constitution of Kenya	8
		5.2 Civic engagement in Governance	6
		5.3 Kenya's Bill of Rights	8
		5.4 Cultural Globalization	6
Total number of lessons			**120**

STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Social Studies and Personal development	**1.1 Career Choices** (4 Lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to career choices, b) identify factors to consider in the selection of a pathway, c) examine requirements for different pathways at senior school d) appreciate the need for choosing a pathway in senior school. e) choices.	• Learners are guided to identify, fingerspell and sign terms related to career choices. • In pairs, learners are guided to brainstorm on the meaning of a career path. • Learners are guided to engage a resource person to identify factors to consider in the selection of a career pathway • In pairs, learners are guided to use digital devices/print materials to watch a captioned /signed documentary on factors to consider in the selection of a career pathway. • In pairs, learners are guided to create and display posters pathways and their respective requirements using locally available resources. • In pairs, learners are guided to use digital devices or print resources to align chosen careers with the Senior School pathways. • In groups, guide learners to compose and recite poems on pathway choices.	How can personal abilities and interests influence career choices?

Core competencies to be developed
• Learning to learn: learners engage resource person to discuss on the factors to consider in making pre career choices for selection of pathways.
Values:
• Responsibility: learners demonstrate responsibility while using digital devices/print materials to watch documentaries on factors to consider in the selection of a career pathway.
Pertinent and Contemporary Issues (PCIs):
• Career Guidance as they search for importance pre career choices for promotion of informed choices;
Link to other learning areas:
• English/Kiswahili language: learners will use writing, reading while composing, and reciting poems on the importance of pre-career knowledge for posterity.
Suggested Learning Resource: digital resources, print resources, resource person,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Social Studies and Career development	1.2 Pre-career choices (4 lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to Pre-career choices b) explain the importance of pre-career choices in life, c) illustrate ways of assessing career readiness for senior school, d) appreciate the value of pre-career readiness for learners in senior.	• The learner is guided to identify, fingerspell and sign terms and concepts related to pre-career • In groups, guide learners to brainstorm the meaning of pre-career choice and present in class. • In groups guide learners to engage a career expert to discuss importance of pre-career choices in life. Provide a sign language interpreter if the career expert is not familiar with sign language. • In pairs, guide learners to use digital devices or print materials to search for ways for assessing career readiness for senior school make presentations on, • In groups, guide learners to role play or participate career modelling sessions to showcase uniqueness of different careers.	How does career modelling inspire one for their future careers?

Core competencies to be developed:

• Creativity and Imagination: learners will apply creativity and imagination role play or participate career modelling sessions to showcase uniqueness of different careers.

Values:

• Responsibility: Learners will exercise responsibility as they engage a career expert to discuss importance of pre-career choices in life,

Pertinent and Contemporary Issues (PCIs):

• Career Guidance: Learners engage a career expert to discuss importance of pre-career choices in life.

Link to other learning areas:
All learning Areas: learners will draw pathways in senior school for appropriate decision making.

Suggested Learning Resources:
- Resource persons,Digital resources ,Charts, marker pens ,Approved text books and other printed resources

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify factors to consider in the selection of a pathway,	Learner identifies factors to consider in the selection of a pathway with examples	Leaner identifies factors to consider in the selection of a pathway,	Learner identifies factors to identify factors to consider in the selection of a pathway, minor details.	Leaner identifies factors to consider in the selection of a pathway, with major details.
Ability to explain the importance of pre-career choices in life,	Learner explains the importance of pre-career choices in life, giving major details.	Learner explains the importance of pre-career choices in life,	Learner explains the importance of pre-career choices in life, leaving out minor details.	Learner explain the importance of pre-career choices in life leaving out major details.

STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Community Service Learning Project	**2.1 Community Service Learning** (8 lessons)	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research, b) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) report and reflect on the concluded project, f) appreciate teamwork in addressing community problems.	● Learners are guided to brainstorm and identify problems/gaps/opportunities (pertinent and contemporary issues) in their class/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 use digital devices or print material to search, discuss and agree on an appropriate solution/way forward to address the identified problem and note down the recommended/ proposed solution, ● Learners are guided to discuss a plan of implementing the proposed solution, and note it down, ● Learners are guided to implement the plan prudently to address the identified problem.(*Pair learners who are deaf with learners who are hard of hearing. Ensure learners' safety when they are implementing the solutions to the problem. Learners should be accompanied by the teacher and guided throughout the implementation process)*	1. What does one consider while implementing a project? 2. Why is reflection important in a project?

| | | | ● The learner is guided to reflect on the concluded project and submit a summary report to the CSL teacher,
● reflect on the whole process and the lessons learnt in the concluded work. | |

Core competencies to be developed:
● Communication and collaboration: learners use the skill of listening and observing keenly and the skill of speaking and signing clearly as they discuss, brainstorm and consult on various levels of implementing the project processes.
● Self-efficacy: learners develop the skills of self-awareness and leadership as they brainstorm and identify community needs and plan to undertake a CSL project to solve the need in the school community.
● Creativity and imagination: learners come up with creative ways of solving the identified problem in the community.
● Critical thinking and problem-solving: learners use the skill of evaluation and decision making as they identify a community need or gaps and explore possible solutions to address the gaps.
● Digital literacy: learners use technology skills as they use digital devices to search for solutions to the identified problem in the community.
● Learning to learn: learners gain new knowledge and skills as they discuss work together to address a community problem in the project.

Pertinent and contemporary issues:
● Social cohesion: as learners work together to discuss possible solutions to the identified issue in groups.
● Critical thinking: as learners discuss possible solutions to the identified problem in the community.

Values:
● Integrity: learners become committed to duty as they identify a problem in the community, plan to solve it and commit to implementing the plan to solve the problem.
● Respect: Learners engage, discuss, search, plan for the project in the community.

Assessment Rubric				
Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify a problem/gap in the community.	Identifies a problem in the community exhaustively.	Identifies a problem in the community.	Identifies a problem in the community partially.	Identifies a problem in the community with prompts
Ability to design solution(s) to the identified problem.	Designs solution(s) to the identified problem elaborately	Designs solution(s) to the identified problem.	Designs solution(s) to the identified problem partially.	Designs solution(s) to the identified problem with assistance.
Ability to implement the plan for solving the identified problem.	Implements the plan for solving the identified problem effectively.	Implements the plan for solving the identified problem.	Implements the plan for solving the identified problem partially	Implements the plan for solving the identified problem with guidance.
Ability to report on the concluded project.	Reports on the concluded project while highlighting lessons learnt.	Reports on the concluded project.	Reports on the concluded project partially.	Reports on the concluded project with assistance.

STRAND 3.0: PEOPLE, POPULATION AND RELATIONSHIPS

Strand	Sub-Stand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 People, Population and Relationships	**3.1 Socio-Economic Practices of Early Humans** - *Early* - *Middle* - *Late* (6 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to the socio economic practices of early humans, b) describe the socio-economic practices of early humans in Africa during the Stone Age period, c) examine different types of tools used by early humans during the Stone Age period, d) illustrate the tools used by early humans during the Stone Age period, e) recognize Africa as the birth place of human technology.	● The learner is guided to identify, fingerspell and sign terms and concepts related to Socio Economic practices of Early Humans.(*paleolithic period, mesolithic period ,neolithic period, acheulian tools, microliths tools)* ● The learner is guided to use digital devices or print resources to research on socio- economic practices of early humans in Africa during the Stone Age period *(Early, Middle and Late).* ● Learners are guided in groups to brainstorm on socio-economic practices of early humans during the Stone Age period and make notes *(Early, Middle and Late),* ● The learner is guided to debate on the relevance of socio- economic practices of early humans to the modern society, ● The learner is guided to use available digital devices to find out and view various types of tools used by early humans during the Stone Age period and share. ● Learners are guided to visit museums to research on the social economic practices of the early humans. Pair learners who are hard of hearing with learners who are deaf and instruct the learners on how to collect information at the Museum, guide learners to prepare written questionnaires and be accompanied by a sign language interpreter. Guide learners to carry the appropriate tools of data collection.	How are Socio-economic practices of early humans impact to the modern society?

			● The learner is guided to observe pictures of tools used by the early humans during the Stone Age period. ● Learners are guided in groups to discuss the various types of tools used by early humans during the Stone Age period. ● The learner is guided to draw various types of tools used by early humans during the Stone Age period and share. ● The learner is guided to engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology.	

Core competencies to be developed:
● Digital literacy: learners use digital technology skills as they use available digital devices to find out and view various types of tools used by early humans during the Stone.
● Creativity and imagination: learners undertake group tasks and gain new perspectives as they discuss in groups the various types of tools used by early humans during the Stone Age period.

Pertinent and Contemporary Issues (PCIs):
● Social cohesion: as learners collaborate with others to brainstorm on socio-economic practices of early humans during the Stone Age period.
● Effective communication: as learners engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology.

Values:
● Unity: Learners respect opinions of others as they brainstorm on socio-economic practices of early humans during the Stone Age period.

Link to other learning areas:
● Kenya Sign Language and English: learners apply language skills as they brainstorm in groups on socio-economic practices of early humans during the Stone Age period.
● Agriculture and Nutrition: learners will gain knowledge on farm tools as they discuss in groups the various types of tools used by early humans during the Stone Age period.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 People, Population and Relationships	**3.2 Indigenous Knowledge systems in African Societies** - *Agriculture* - *Medicine* - *Climate* - *Technology* - *Education* - *Environmental* - *Conservation* - *Astronomy* - *Religion And* - *Arts* (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to indigenous knowledge systems in African societies, b) identify forms of indigenous knowledge systems in African societies for self-identity, c) explain how the indigenous knowledge systems were used for sustainability of life, d) use indigenous and modern knowledge systems to manage peer influence in the society, e) appreciate the indigenous knowledge systems in the society.	● The learner is guided to identify, fingerspell and sign terms and concepts related to indigenous knowledge systems in Africa societies. ● Learners are guided in pairs to brainstorm on various forms of indigenous knowledge systems in African societies *(agriculture, medicine, climate, technology, education, environmental conservation, astronomy religion and arts),* ● Learners are guided in groups to discuss traditional and modern ways of managing peer influence in the society, make notes and present, ● The learner is guided to use print or digital resources to research on how the indigenous knowledge system was used in the traditional African society,	How does indigenous knowledge impact on the modern society?

			● The learner is guided to debate on how indigenous knowledge systems is applied in various fields in Africa.	

Core competencies to be developed:

Self-efficacy: learners develop effective communication skills as they discuss in groups traditional and modern ways of managing peer influence in the society, make notes and present.
● Communication and collaboration: learners develop signing skills as they fingerspell and sign terms and concepts related to indigenous knowledge systems in Africa societies.

Values:
● Patriotism: learners become aware of their own culture as they debate on application of the indigenous knowledge systems in the traditional African society.
● Respect: learners appreciate diverse opinions as they brainstorm in groups on various forms of knowledge systems in traditional African society.

Pertinent and Contemporary Issues (PCIs):
● Social cohesion: as learners work together to brainstorm on various forms of knowledge systems in traditional African society.
● Self-awareness: learners become more self-aware as they debate on how indigenous knowledge systems is applied in various fields in Africa.

Link to other Learning Areas:
English and Kenyan Sign Language: learners apply language skills as they brainstorm in pairs on forms of knowledge systems in traditional African society and present in class.

Suggested Learning Resources:
digital resources, approved textbooks and other printed resources, sign language dictionary,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 People, Population and Relationships	3.3 Poverty Reduction (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to poverty reduction, b) explain causes of poverty in Africa, c) examine the effects of over exploitation of natural resources on poverty in Africa d) apply problem solving skills to reduce poverty in the community, e) recognize poverty reduction strategies in society.	● The learner is guided to identify, fingerspell and sign terms and concepts poverty reduction. ● The learner is guided to brainstorm on the causes of poverty in Africa and present the results in class,. ● Learners are guided in pairs to discuss problem solving skills to reduce poverty in the community and present their work in class. ● The learner is guided to use digital resources to explore home-grown practical solutions to poverty reduction. ● The learner is guided to engage with a resource person on home-grown practical solutions to poverty reduction. ● Learners are guided to discuss on the effects of over exploitation of natural resources on poverty in Africa and share in class. ● The learner is guided to compose and sing songs / recite poems on sustainable use of resources in the community. *The learner who is deaf is guided to compose and sing songs and sign poems on sustainable use of resources in the community.* ● The learner is guided to create posters on sustainable use of resources in the community.	1. Why should we use resources sustainably? 2. How does prudent utilization of resources help to reduce poverty in the society?

			● The learner is guided to watch signed audio visual documentaries and clips on solutions to poverty reduction and write a report.	

Core competencies to be developed:
● Digital literacy: learners use digital technology as they use digital resources to explore home-grown practical solutions to poverty reduction.
● Learning to learn: learners develop relationships as the share what they have discussed on the effects of over exploitation of natural resources on poverty in Africa.

Values:
● Responsibility: learners engage in assigned roles as they create posters on sustainable use of resources in the community.
● Social justice: learners share learning resources equitably as they use print or digital resources to explore home-grown practical solutions to poverty reduction.

Pertinent and Contemporary Issues (PCIs):
● Poverty reduction: as learners engage with a resource person on practical solutions to poverty reduction and as they compose and sing and sign sing songs / recite and sign poems on sustainable use of resources in the community.
● Environmental education: as learners discuss on the effects of over exploitation of natural resources on poverty in Africa.

Link to other learning areas:
Creative Arts: as learners compose and sing songs / recite poems on sustainable use of resources in the community.

Suggested Learning Resources:
digital devices, print resources, resource person, posters, signed audio visual clips, approved textbooks,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
3.0 People, Population and relationships	**3.4 Population Structure** - *Kenya* - *Germany* **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to population structure, b) identify sources of population data in a country, c) explain factors determining population structure in Kenya and Germany, d) construct age-sex population pyramids of developed and developing countries, e) determine the significance of population structure in distribution of national resources in a society, f) appreciate the differences between developed and developing countries for sustainable development.	● The learner is guided to identify, fingerspell and sign terms and concepts related to population structure. ● Learners are guided in groups, to brainstorm on the sources of population data in Kenya and Germany, make notes and present. ● The learner is guided to engage a resource person to discuss factors determining population structure in Kenya and Germany. ● The learner is guided to use digital resources to identify factors determining population structure in Kenya and Germany and share in class. ● The learner is guided to draw age-sex population pyramid of developed and developing countries (Kenya and Germany). ● Learners are guided in groups to discuss the significance of population structure in distribution of national resources in a society.	Why is population structure of a country important?

Core competencies to be developed:
- Creativity and imagination: Learners undertake the task of drawing and displaying age-sex population pyramid of developed and

  developing countries (Germany and Kenya),

- Communication and collaboration: Learners work collaboratively as they discuss the significance of population structure in distribution of national resources in a society**.**

Values:
- Unity: learners collaborate with others as they brainstorm in groups, sources of population data (*Kenya and Germany)* and make notes and present.
- Respect: learners appreciate diverse opinion as they brainstorm in groups, sources of population data (*Kenya and Germany)* make notes and present.

Pertinent and Contemporary Issues (PCIs):
- Citizenship: Learners acquire knowledge on population structure of Kenya and Germany together with its influence on distribution of

  resources in society.

- Effective Communication: Learners engage a resource person as they discuss factors determining population structure in Kenya and Germany.

Link to other learning areas:
Learners employ mathematics knowledge to draw and display in class population structure of Kenya and Germany.

Learners communicate effectively as they discuss in groups the significance of population structure in distribution of national resources in a society helping them develop language skills in English, Kiswahili, and Kenyan Sign Language.

Suggested Learning Resource:
digital resources, resource person, print resources, government census reports,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 People, Population and Relationships	**3.5 Peace and Non-violent Conflict Resolution** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to peace and non-violent conflict resolution in the community, b) explain types of peace for sustainable social interactions, c) identify barriers to conflict resolution in day-to-day lives, d) explore ways of managing emotions in promotion of peace in the community, e) apply emotional intelligence for peaceful conflict resolutions in the community, f) embrace peace initiatives and agreements at the community level for harmonious living.	● The learner is guided to identify, fingerspell and sign terms and concepts related to Peace and Non-violent conflict resolution. ● The learner is guided to brainstorm on types of peace in the society such as personal, cultural and share in class. ● Learners are guided to discuss a conflict and write down on different cards what they think are the: *(root causes, core problem, effects of the conflict, possible solution),* ● The learner is guided to use digital or print resources to search for barriers to conflict resolution and ways of overcoming those barriers and present in class. ● The learners are guided to discuss ways of managing emotions to promote peace in the community. ● The learner is guided to engage a resource person to discuss traditional and modern ways of managing peer influence for promotion of peace in the community. ● The learner is guided to listen to a talk by a resource person on how to apply emotional intelligence to maintain peace in the community. *The learner who is deaf is guided to observe a talk by a resource person on how to apply emotional intelligence to maintain peace in the community.*	How can we promote peace in the community?

			● The learner is guided to role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living, ● The learner is guided to compose songs or poems on non - violent conflict resolution in the community.	

Core competencies to be developed:
- Creativity and imagination: Learners search and explore different options as they compose songs or poems on non-violent conflict resolution in the community.

- Critical Thinking and Problem Solving: Learners discuss possible solutions of managing emotions to promote peace in the community.

Values:
- Peace: Learners display calmness as they discuss ways of managing emotions to promote peace in the community,

- Integrity: Learners exhibit fairness as they role play activities on cultivating peace initiatives and agreements at the community level for harmonious living

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: learners work together and discuss causes and resolutions to conflicts in the community.
- Self Esteem: learners compose songs or poems on non - violent conflict resolution in the community and present in class.

Link to other learning areas:
- Learners use Creative Arts skills to compose songs or poems on non-violent conflict resolution in the community,

- Learners apply Religious Studies knowledge to role play activities on cultivating peace initiatives and agreements at the community level for harmonious living.

Suggested Learning Resources:
digital resources, approved textbooks and other relevant print materials,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 People, Population and Relationships	**3.6 Healthy relationships** - *Effective communication* - *negotiation skills* - *empathy* - *assertiveness* (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to healthy relationships in the community, b) explain ways of sustaining healthy relationships in the community, c) explore barriers to harmonious relationships, d) use strategies to overcome barriers to healthy relationships , e) appreciate the need for healthy relationships in the community.	● The learner is guided to identify, fingerspell and sign terms and concepts related to healthy relationships. ● Learners are guided in pairs to brainstorm on ways of sustaining healthy relationships in the community. ● Learners are guided in groups to discuss barriers to harmonious relationships. ● The learner is guided to watch signed audio visual video clips on barriers to healthy relationships and write a report. ● The learner is guided to use digital or print resources to research on strategies to overcome barriers to healthy relationships *(effective communication, negotiation skills, empathy, assertiveness),* ● The learner is guided to role play scenarios that depict *effective communication, negotiation skills, empathy, and assertiveness in overcoming barriers to healthy relationship.*	How can we promote healthy relationship in the community?

Core competencies to be developed:
- Communication and Collaboration: learners develop speaking and signing skills clearly and effectively as they discuss in groups, barriers to harmonious relationships.
- Creativity and imagination: learners undertake tasks as they role play scenarios that depict *effective communication, negotiation skills, empathy, and assertiveness in overcoming barriers to healthy relationships.*

Values:
- Peace: learners respects self and others as they role play scenarios that depict *effective communication, negotiation skills, empathy, assertiveness in overcoming barriers to healthy relationships.*

- Unity: as learners strives to achieve common goals as they discuss barriers to harmonious relationships.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: learners work together and discuss in groups barriers to harmonious relationships.

Link to other learning areas:
- Creative Arts: as learners role play scenarios that depicts *effective communication, negotiation skills, empathy, assertiveness in overcoming barriers to healthy relationships.*

Suggested Learning Resources:
digital resources, print resources, approved textbooks, signed audio visual clips,

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to people, population and relationships.	Signs clearly and with correct articulation, movement 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 describe the socio-economic practices of early humans in Africa during the three Stone Age periods.	Describes the socio-economic practices of early humans in Africa during the Stone Age period in-depth.	Describes the socio-economic practices of early humans in Africa during the three Stone Age periods.	Describes two socio-economic practices of early humans in Africa during the Stone Age periods with minor errors.	Describes socio-economic practices of early humans in Africa during the Stone Age periods with much errors
Ability to explain how the indigenous knowledge systems were used for sustainability of life.	Explains how the indigenous knowledge systems were used for sustainability of life in details.	Explains how the indigenous knowledge systems were used for sustainability of life.	Explains how the indigenous knowledge systems were used for sustainability of life omitting minor details.	Explains how the indigenous knowledge systems were used for sustainability of life omitting major details.

Ability to examine the effects of overexploitation of natural resources on poverty in Africa.	Examines the effects of overexploitation of natural resources on poverty in Africa with examples.	Examines the effects of overexploitation of natural resources on poverty in Africa.	Examines somewhat varied the effects of overexploitation of natural resources on poverty in Africa.	Examines the effects of overexploitation of natural resources on poverty in Africa lacking variety.
Ability to construct age-sex population pyramids of Kenya and Germany (*scale key, title & framing*).	Constructs age-sex population pyramids of Kenya and Germany with all the components.	Constructs age-sex population pyramids of Kenya and Germany.	Constructs age-sex population pyramids of Kenya and Germany partially.	Constructs a sketch age-sex population Pyramid of Kenya and Germany incompletely
Ability to determine the significance of population structure in distribution of national resources in a society.	Determines the significance of population structure in distribution of national resources in a society with examples.	Determines the significance of population structure in distribution of national resources in a society.	Determines the significance of population structure in distribution of national resources in a society partly.	Determines the significance of population structure in distribution of national resources in a society with assistance.
Ability to explore ways of managing emotions in promotion of peace in the community.	Explores ways of managing emotions in promotion of peace in the community with examples.	Explores ways of managing emotions in promotion of peace in the community.	Explores somewhat sufficient ways of managing emotions in promotion of peace in the community.	Explores limited ways of managing emotions in promotion of peace in the community.

Ability explores barriers to harmonious relationships	Explores barriers to harmonious relationships with much variety.	Explores barriers to harmonious relationships.	Explores barriers to harmonious relationships with minimal variety.	Explores barriers to harmonious relationships with no variety.
Ability to use strategies to overcome barriers to healthy relationships.	Uses strategies to overcome barriers to healthy relationships with examples.	Uses strategies to overcome barriers to healthy relationships.	Uses strategies to overcome barriers to healthy relationships partially.	Use strategies to overcome barriers to healthy relationships incompletely.

STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Natural and Historic Built Environments	**4.1 Topographical maps** *(10 Lessons)*	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to the topographical map, b) describe human activities on topographical maps, c) use creative and critical thinking skills to enlarge and reduce parts of topographical maps, d) illustrate cross-sections from topographical maps, e) appreciate representation of human activities on topographical maps.	● The learner is guided to identify, fingerspell and sign terms and concepts related topographical maps ● Learners are guided in groups, to brainstorm on human activities that may be represented in a topographical map, ● Learners are guided in groups to use print or digital resources to search on how human activities are represented in topographical maps and share with peers in class. ● Learners are guided in pairs to draw sketch map to enlarge and reduce part of topographical maps and present to peers, ● The learner is guided to draw cross-sections from topographical maps showing human activities, display the cross-sections and take a gallery walk and peer assessment.	Why are topographic maps important?

Core competencies to be developed:
● Digital literacy: learners enhance their digital technology skills as they use digital devices to find out how human activities are represented in topographical maps.
● Learning to Learn: learners develop relationships as they brainstorm in groups on human activities that may be represented in a topographical map and share what they have learnt with peers.

Values:
• Unity: learners take turns in conversations as they brainstorm on human activities that may be represented in a topographical map.
• Integrity: learners exhibit transparency and fairness as they display the cross-sections and take a gallery walk and peer assessment.

Pertinent and Contemporary Issues (PCIs):
- Self Esteem: as learners draw and display cross-sections from topographical maps showing human activities in class for peer assessment.
- Peer teaching: as learners display the cross-sections and take a gallery walk and peer assess.

Link to other learning areas:
Creative arts and Mathematics: as the earner draws a sketch map to enlarge and reduce part of a topographical maps and present to peers.

Suggested learning Resources;

approved textbooks and other printed resources, photographs, pictures, vetted digital devices, internet sources ,display boards,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.2 Internal Land Forming Processes** - *rift valley* - *block mountain* - *faults* (8 Lessons)	By the end of the sub strand, the learner should be able to: a) sign terms and concepts related to the Internal Land forming process, b) explore the types and causes of earth movements in the environment, c) explain the theories of continental drift and plate tectonics in the formation of continents, d) illustrate the formation of selected features due to faulting in the environment, e) explain the significance of faulting to human activities, f) recognise internal land forming processes in shaping the landscape and their influence on human activities.	● The learner is guided to identify, fingerspell and sign terms and concepts related to Internal Land Forming Processes.(*Internal land forming ,rift valley, block mountain, faults*) ● Learners are guided in groups to brainstorm the types and causes of earth movements and present in class, ● Learners are guided in pairs to carry out library research on types and causes of earth movements in the environment and present in class. ● Learners are guided in groups to build on their own learning experiences to conduct library research on types of faults in the environment and do a presentation in class. ● Learners are guided in pairs to use digital or print resources to research theories of continental drift and plate tectonics in the environment and make short notes to present in class. ● Learners are guided in pairs to carry out a search using print or digital devices on the significance of faulting to human life and activities. ● The learner are guided to develop posters to create awareness on disaster relating to faulting, ● Learners are guided in groups to view captioned /signed video clips / documentary on the processes of faulting in the environment (*rift valley, block mountain, faults),*	How do landforms affect human activities?

			● The learner is guided to draw a sketch illustrating the formation of selected features in the environment and display for peer assessment, ● Learners in pairs are guided to use an atlas to locate features formed as a result of faulting process, ● In groups, learners are guided to discuss and share in class the significance of faulting on human activities.	

Core competencies to be developed:
● Digital literacy: learners develop digital technology skills as they use digital resources to research theories of continental drift and plate tectonics in the environment.
● Learning to learn: learners build on their own learning experiences as they conduct library research on types of faults in the environment and do a presentation in class.

Values:
● Social Justice: learners promote for harmonious relationship as they brainstorm in groups the types and causes of earth movements and present them in class.
● Responsibility: learners take care of own property and those of others as they use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes.

Pertinent Contemporary Issues (PCIs):
● Environmental education: as learners discuss and share in class the significance of faulting on human activities.
● Disaster Risk Reduction: learners address disaster risk reduction as they develop posters to create awareness on disaster relating to faulting.

Link to other learning areas:
● Kenyan Sign Language and English: learners apply language skills as they brainstorm in groups the types and causes of earth movements.

Suggested Learning Resources:
local and extended environment, realia, maps, photographs, pictures and paintings, vetted digital resources, educational computer games, approved textbooks and other printed resources ,Library resources, internet sources, display boards,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	**4.3 Multi-purpose River Projects in Africa** *-River Tana Projects in Kenya* *- Aswan High Dam in Egypt* (8 Lessons*)*	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to the Multi-purpose river project in Africa, b) identify selected multi-purpose river projects on a map of Africa, c) outline the conditions that led to the establishment of multi-purpose river projects along river Tana, d) examine the economic importance of multi-purpose river projects in Africa, e) assess challenges facing multi-purpose river projects in Africa, f) design solutions to challenges facing multi-purpose river projects in Africa,	• The learner is guided to identify, fingerspell and sign terms and concepts related to Multi-purpose River Projects in Africa. *(Multi-purpose, river Tana, Aswan High Dam*). • Learners are guided in pairs to search online to find the meaning of the term "multi-purpose river projects" and share in class. • Learners are guided in pairs to observe a print or electronic map of Africa and identify selected multi-purpose river projects in Africa. (*-River Tana Projects in Kenya, Aswan High Dam in Egypt).* • Learners are guided in groups to use print resources or internet and other social media sites to identify selected multi-purpose river projects (*-River Tana Projects in Kenya - Aswan High Dam in Egypt),* • Learners are guided in pairs to conduct an online or library research on the conditions that led to the establishment of multi-purpose river projects along river Tana and share in class.	How useful are multi-purpose river projects in society?

| | | g) recognize the importance of multipurpose river projects in the society. | ● In pairs, learners are guided to carry out research on the economic importance of Multi-purpose River projects in Africa write short notes and share in class.
● Learners are guided to engage a resource person to the challenges facing multi-purpose river projects in Africa.
● Learners are guided to sit in a horseshoe sitting arrangement to listen to an invited resource person to share on the solutions to challenges facing multipurpose river projects. | |

Core competencies to be developed:
- Digital literacy: learners develop digital technology skills as they use digital resources to identify selected multi-purpose river projects (*River Tana Projects in Kenya, Aswan High Dam in Egypt).*
- Communication and collaboration: learners listen and observe keenly as they discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Values:
- Respect: as learners engage with a resource person to discuss challenges facing multipurpose river projects.
- Social Justice: learners fosters inclusivity and nondiscrimination as they discuss in groups the conditions that led to the establishment of multi-purpose river projects along river Tana.

Pertinent and Contemporary Issues (PCIs)
- Assertiveness: Learners engage with a resource person to share on the solutions to challenges facing multipurpose river projects.

Link to other learning areas:
- Kenya Sign Language and English: learners use effective communication skills as they engage a resource person to the challenges facing multi-purpose river projects in Africa.

Suggested Learning Resources:
map of Africa ,internet, photographs ,resource persons,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Natural and Historic Built Environment	**4.4 Management and Conservation of the Environment** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to the Management and Conservation of the Environment, b) explore factors that lead to degradation of the environment in the community, c) describe the effects of environmental degradation in society, d) design measures to manage and conserve the environment for sustainability, e) apply creative thinking skills in managing and conserving the immediate environment, f) acknowledge the importance of managing and conserving the environment.	● The learner is guided to identify, fingerspell and sign terms and concepts related to Management and Conservation of the Environment. ● Learners are guided in groups to brainstorm the meaning of "management, conservation" and environment and share in class. ● Learners are guided in groups to brainstorm on the difference between management and conservation of the environment and share in class. ● Learners are guided in groups to carry out library research on the difference between management and conservation of the environment and do presentations in class. ● Learners are guided in pairs to brainstorm on the meaning of environmental degradation and share in class. ● Learners are guided in pairs to use digital devices or print resources to search for the meaning of environmental degradation and share in class. ● Learners are guided in groups to sit in a circle and use digital devices or print media to research on factors that lead to degradation of	Why should we manage and conserve our environment?

| | | | the environment in the community and present in class.

- Learners are guided in groups to a watch downloaded video clips with captions to view video clips or documentaries or pictures and write an essay the factors that leads degradation of the environment,
- Learners are guided in groups to brainstorms on effects of degradation of the environment and share in class.
- Learners are guided in pairs to use print or digital resources to establish effects of degradation of the environment,
- Learners are guided to demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community.
- Learners are guided to develop communication messages on how to creatively manage and conserve the environment. | |

Core Competencies to be developed:
- Critical thinking and problem-solving: Learners explore possible solutions and their pro and cons as they develop communication messages on how to creatively manage and conserve the environment.

- Citizenship: Learners demonstrate tolerance, express and understand different viewpoints   as they participate in environmental conservation in the community.

Pertinent and Contemporary Issues (PCIs):
- Environmental education: learners participate in environmental conservation in the community.
- Social cohesion: learners work together in environmental conservation in the community.

Values:
- Responsibility: Learners engage in assigned roles and duties as they participate in environmental conservation in the community.
- Integrity: Learners are committed to duty as they participate in environmental conservation in the community.

Link to other learning areas:
English and Kenya Sign Language: learners use speaking and signing skills as they identify, fingerspell and sign terms and concepts related to Management and Conservation of the Environment.

Suggested Learning Resources:
local and extended environment, photographs, pictures, internet sources ,vetted digital resources, approved textbooks and other printed resources,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environment	**4.5 World Heritage Sites in Africa** - *Rock- Hewn Churches* - *Vallée de Mai Nature Reserve* - *Serengeti National Park* - *Robben Island* - *Victoria Falls* (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms and concepts related to the Heritage Sites in Africa, b) locate the selected world heritage sites in Africa, c) examine importance of the selected world sites in promoting cultural heritage, d) design measures to conserve the selected world heritage sites, e) apply critical thinking skills in conserving heritage sites within the locality, f) value heritage sites in the community.	● The learner is guided to identify, fingerspell and sign terms and concepts related to World Heritage Sites in Africa.*(Heritage ,site, cultural heritage, Rock- Hewn Churches of Lalibela in Ethiopia, Vallée de Mai Nature Reserve in Seychelles, Serengeti National Park in Tanzania , Robben Island in South Africa and Victoria Falls in Zambia),* ● Learners are guided in groups to use digital devices or print resources to search for selected world heritage sites on the map of Africa. ● Learners are guided in groups to brainstorm on the importance of the selected world sites in promoting cultural heritage and share in class. ● Learners are guided in groups to compose, sign and recite a poem on the importance of world heritage sites in Africa. ● Learners are guided in pairs to conduct a library research on ways of conserving heritage sites and do a class presentation.	Why is it important to conserve the world heritage sites?

Core competencies to be developed:
- Creativity and Imagination: learners develop networking skills and exchange new ideas that inspire creative thinking as they compose, sign and recite a poem on the importance of world heritage sites in Africa.
- Citizenship: learners demonstrate respect for diversity of cultural expression in Kenya as they recite poems on the importance of world heritage sites in Africa.

Values:
- Social justice: Learners are accorded privileges without favour as they compose and sing songs or recite poems on the importance of world heritage sites in Africa
- Love: Learners collaborate as they formulate in pairs measures to conserve heritage sites.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: learners work together as they brainstorm on the importance of the selected world sites.
- Self-esteem: learners confidently sing and sign sing songs or recite and sign poems on the importance of world heritage sites in Africa.

Link to other learning areas:
- English and Kenya Sign Language: learners use language skills as they brainstorm in groups on the importance of the selected world sites in promoting cultural heritage
- Creative Arts: as learners compose and sing songs or recite poems on the importance of world heritage sites in Africa

Suggested Learning Resources:
local and extended environment, maps , photographs, pictures and paintings, vetted digital resources, educational computer games, approved textbooks and other printed resources , internet source,

Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to natural and historic built environment.	Signs clearly and with correct movement, articulation and hand shape, terms related to natural and historic built environment.	Signs terms related to natural and historic built environment.	Signs some terms related to natural and historic built environment.	Signs a few terms related to natural and historic built environment.
Ability to use creative and critical thinking skills to enlarge and reduce parts of topographical maps.	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps skillfully.	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps.	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps partially.	Uses creative and critical thinking skills to enlarge and reduce parts of topographical maps with support.
Ability to illustrate cross-sections from topographical maps.	Illustrates cross-sections from topographical maps creatively.	Illustrates cross-sections from topographical maps.	Illustrates cross-sections from topographical maps partially.	Illustrates cross-sections from topographical maps with assistance.
Ability to explain the theories of continental drift and the plate tectonics in the formation of continents.	Explains the theories of continental drift and the plate tectonics in the formation of continents with illustrations.	Explains the theories of continental drift and the plate tectonics in the formation of continents.	Explains the theories of continental drift and the plate tectonics in the formation of continents partially.	Explains the theories of continental drift and the plate tectonics in the formation of continents with support.
Ability to illustrate the formation of selected features due to faulting in the environment.	Illustrates the formation of selected features due to faulting in the environment creatively.	Illustrates the formation of selected features due to faulting in the environment.	Illustrates the formation of selected features due	Illustrates the formation of selected features due to faulting in the environment with guidance.

			to faulting in the environment partially.	
Ability to explain the significance of faulting to human activities.	Explains the significance of faulting to human activities with use of examples.	Explains the significance of faulting to human activities.	Explains the significance of faulting to human activities partially.	Explains the significance of faulting to human activities with assistance.
Ability to examine the economic importance of multi-purpose river projects in Africa.	Examines the economic importance of multi-purpose river projects in Africa with examples.	Examines the economic importance of multi-purpose river projects in Africa.	Examines the economic importance of multi-purpose river projects in Africa partly.	Examines the economic importance of multi-purpose river projects in Africa with assistance.
Ability to assess challenges facing multi-purpose river projects in Africa.	Assesses challenges facing multi-purpose river projects in Africa comprehensively.	Assesses challenges facing multi-purpose river projects in Africa.	Assesses challenges facing multi-purpose river projects in Africa partly.	Assesses challenges facing multi-purpose river projects in Africa with guidance.
Ability to design solutions to challenges facing multi-purpose river projects in Africa.	Designs solutions to challenges facing multi-purpose river projects in Africa creatively.	Designs solutions to challenges facing multi-purpose river projects in Africa.	Designs solutions to challenges facing multi-purpose river projects in Africa partly.	Designs solutions to challenges facing multi-purpose river projects in Africa with prompts.
Ability to describe the effects of environmental degradation in the community.	Describes the effects of environmental degradation in the community with examples.	Describes the effects of environmental degradation in the community.	Describes the effects of environmental degradation in the community partly.	Describes the effects of environmental degradation in the community with prompts.
Ability to design measures to manage and conserve the environment in the community.	Designs measures to manage and conserve the environment in the community skillfully.	Designs measures to manage and conserve the environment in the community.	Designs measures to manage and conserve the environment in the community partly.	Designs measures to manage and conserve the environment in the community with support.

Ability to locate the selected world heritage sites in Africa.	Locates the selected world heritage sites in Africa accurately.	Locates the selected world heritage sites in Africa.	Locates the selected world heritage sites in Africa partly.	Locates the selected world heritage sites in Africa with guidance.
Ability to examine the importance of the selected world heritage sites in Africa.	Examines the importance of the selected world heritage sites in Africa with examples.	Examines the importance of the selected world heritage sites in Africa.	Examines the importance of the selected world heritage sites in Africa partially.	Examines the importance of the selected world heritage sites in Africa with support.
Ability to design measures to conserve the selected world heritage sites in Africa.	Designs measures to conserve the selected world heritage sites in Africa creatively.	Designs measures to conserve the selected world heritage sites in Africa.	Designs measures to conserve the selected world heritage sites in Africa partly.	Designs measures to conserve the selected world heritage sites in Africa with prompts.

STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	**5.1The Constitution of Kenya** (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign the term and concepts used in the constitution of Kenya, b) identify the stages in the constitution-making process in Kenya, c) examine the role of parliament in constitution-making process, d) explore the role of citizens in constitution-making process, e) participate in the constitution-making process as a responsible citizen, f) desire to defend and promote the Constitution of Kenya.	• The learner is guided to identify, fingerspell and sign the stages in the constitution-making process in Kenya,(constitution, draft, bill, referendum, presidential assent) • In groups, learners are guided to carry out research on the stages in constitution-making process in Kenya and list them down. • In pairs, learners are guided to create posters on the stages of the constitution-making process and display it in class. • In groups, learners are guided to watch signed audio-visual videos on parliamentary debate on the constitution-making process, make notes and share. • The learner is guided to engage a resource person to share about the role of citizens in constitution-making process. • In groups, learners are guided to role play citizens participating in constitution-making process (*referendum*),sing patriotic songs on promotion of the Constitution of Kenya. • The learner is guided to share what they have learnt as they role play values that support promotion of the constitution of Kenya and share in class.	Why is the constitution-making process in Kenya important?

Core competencies to be developed:
- **Self-**efficacy: learner develop effective communication as they role play citizens participating in constitution-making process *(referendum)*

- Learning to learn: learners share what they have learnt as they create posters on the stages of the constitution-making process and display it in class.

Pertinent and Contemporary Issues (PCIs):
- Good governance: learners acquire knowledge on the role of parliament and citizens in the constitution-making process in Kenya.

Values:
- Peace: as learners display tolerance as they role play citizens participating in constitution-making process (referendum),
- Unity: as learners embrace each other as role play citizens participating in constitution-making process (referendum),

Link to other learning areas:
- English, Kiswahili and Kenya Sign Language: engage a resource person to share about the role of citizens in constitution-making process.
- Creative Arts: Learners create posters and discuss with the resource person on constitution-making in Kenya and as they sign sing patriotic songs on promotion of the Constitution of Kenya.

Suggested Learning Resources:
print resources, digital devices, approved textbooks, resource person,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	**5.2 Civic Engagement in Governance** - *Social Justice* - *Integrity Peace* (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign terms related to civil engagement in government, b) identify individual and collective civic engagement activities in Kenya, c) explore the basic constitutional requirements for political parties, d) illustrate the role of political parties in democratic governance, e) outline positions vied for in a general election in Kenya, f) Exhibit values that promote ethical civic engagement in the community.	● In pairs, learners are guided to fingerspell and sign terms related to civil engagement in government ● In groups, learners are guided to brainstorm on individual and collective civic engagement activities in Kenya. ● In groups, learners are guided to develop slogans on individual and collective civic engagement in Kenya. ● In groups, learners are guided to create posters, on personal and civic engagement activities and display in class and school notice boards. ● In groups, discuss the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya. ● In groups, learners are guided to discuss the role of political parties in a democracy. ● In groups, learners are guided to design charts on various elective positions in Kenya, display and Learners to take gallery walk and peer assess. ● In groups, learners are guided to identify complex problems as they watch signed audio-visual videos on public participation in decision-making, election campaigns, voting, or participation in political party activities.	How can we participate in democratic processes in the society?

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● In groups learners are guided to engage a resource person to share on how people participate individually and collectively in the democratic processes in society.

● In groups, learners are guided to role play scenarios that bring out values that promote ethical civic engagement in the community. *(Social Justice, Integrity, Peace).*
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Core competencies to be developed:
● Critical thinking and problem solving: Learners create posters on personal and civic engagement activities, display in class and school notice boards,

● Self-Efficacy: Learners develop slogans on individual and collective civic engagement in Kenya.

Pertinent and Contemporary Issues (PCIs):
● Civic Education: Learners discuss in groups the role of political parties in a democracy.

Values:
● Respect: learners appreciate diverse opinions discuss in groups the role of political parties in a democracy.
● Assertiveness: Learners create posters on personal and civic engagement activities, display in class and school notice boards.

Link to other learning areas:
● English and Kenya Sign Language: as learners discuss in groups, the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya.

Suggested Learning Resources:
local and extended environment, maps, photographs, digital devices, print resources, approved textbook, charts, signed audio visual clips,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	**5.3 Kenya's Bill of Rights** - *Elderly* - *Refugees* - *Migrants* (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign the terms and concepts related to Kenya's bill of right b) explore Kenya's bill of rights for mutual social wellbeing, c) examine human of rights of special groups for promotion of social justice and inclusivity, d) apply the bill of rights for harmonious living, e) develop assertiveness necessary in standing up for individual rights, f) cultivate empathy and solidarity with special groups in society for mutual social responsibility, g) embrace respect for human rights in society.	● The learner is guided to fingerspell and sign terms used in the bill of rights. ● In groups, learners are guided to use digital or print resources to research on Kenya's bill of right and make notes, ● In groups, learners are guided to debate on human laws for special groups (*Elderly, Refugees, and Migrants*), ● In groups, learners are guided to carry out research to gather information on the rights of special groups (*Elderly, Refugees, and Migrants),* ● In groups, learners are guided to design posters on human rights laws with regard to special groups (*Elderly, Refugees, and Migrants*), ● In groups, learners are guided to act out a skit on a situation that brings out assertiveness in standing up for individual rights. ● In groups, learners are guided to brainstorm on human rights laws for protection of special groups (*Elderly, Refugees, and Migrants*), ● In groups develop strategies for promoting protection of special groups in the community.	How can we protect the special groups in the community?

Core competencies to be developed: ● Digital literacy: learners develop the skill of digital technology as use digital or print resources to research on Kenya's bill of right. ● Communication and Collaboration: learners develop the signing skills as they fingerspell and sign terms used in the bill of rights.
Pertinent and Contemporary Issues (PCIs): Human Rights: as learners brainstorm in groups on human rights laws for protection of special groups.
Values: ● Unity: learners display team spirit as they brainstorm in groups on human rights laws for protection of special groups. ● Patriotism: learners show dedication as they develop strategies for promoting protection of special groups in the community.
Link to other learning areas: English and Kenya Sign Language: learners use effective communication skills as they debate on human laws for special groups (*Elderly, Refugees, and Migrants*).
Suggested Learning Resources: approved textbooks and other printed resources, The Constitution of Kenya, digital devices,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
5.0 Political Developments and Governance	**5.4 Cultural Globalization** - *Elderly* - *Refugees* - *Migrants* **(8 Lessons)**	By the end of the sub-strand, the learner should be able to: a) signs terms and concepts related to cultural globalization, b) identify cultural elements in Kenya which have acquired a global recognition and status, a) examine African cultural practices in promoting a common humanity, b) explore ways of preserving cultural elements that promotes global citizenship, c) enumerate factors that promote healthy cultural relationships and global interconnectedness, d) appreciate values and cultural elements which promote responsible global citizenship.	● The learner is guided to fingerspell and sign terms related to cultural globalization. ● In groups, learners are guided to use digital devices or print resources to search for cultural elements in Kenya which have acquired a global recognition and status ● In groups, learners are guided to use digital or print media resources to research on cultural elements in Kenya which have acquired a global status (the *Kiondo,* the *Maasai Kikoi*, *safari*). ● In pairs, learners are guided to discuss using signs ways of preserving cultural elements that promotes global citizenship. ● In groups, learners are guided to use digital or print media resources to research on ways of preserving cultural elements that promotes global citizenship. ● Learners are guided to engage a resource person to discuss on	How can we preserve aspects of cultural globalization in the community?

			ways of preserving cultural elements that promotes global citizenship,
			● Learners are guided to debate on the role of international cultural exchange in promoting global citizenship.
			● Learners are guided to enumerate factors that promote healthy cultural relationships and global interconnectedness and share in class

Core competencies to be developed:
● Citizenship: learners develop a sense of responsibility to a nation as they use digital or print media resources to research on ways of preserving cultural elements that promotes global citizenship.
● Self-efficacy: learners enhance their confidence as they role of international cultural exchange in promoting global citizenship.
● Digital literacy: Learners use digital or print media resources to research on cultural elements in Kenya which have acquired a global

status (the *Kiondo,* the *Maasai Kikoi*, *safari*).

Pertinent and Contemporary Issues (PCIs):
Social cohesion: learners work together to brainstorm on elements as aspects of cultural globalization.

Values:
● Love: learners portray a caring attitude as they role of international cultural exchange in promoting global citizenship.
● Patriotism: as learners use digital or print media resources to research on ways of preserving cultural elements that promotes global citizenship.

Link to other learning areas:
English and Kenyan sign language: learners apply language skill as they discuss using signs ways of preserving cultural elements that promotes global citizenship.

suggested learning resources:
resource persons, digital resources, approved textbooks and other printed resources, library resources, museums, artifacts,

ASSESSMENT RUBRIC

Indicator / Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 role of citizens in constitution-making process.	Explores the role of citizens in constitution-making process with illustrations	Explores the role of citizens in constitution-making process.	Explores the roles of citizens in constitution-making process partially	Explores the role of citizens in constitution-making process with guidance
Ability to participate in the constitution-making process as a responsible citizen,	Participates in the constitution-making process as a responsible citizen with examples	Participates in the constitution-making process as a responsible citizen	Participates in the constitution-making process as a responsible citizen partially	Participates in the constitution-making process as a responsible citizen with assistance
Illustrates the role of political parties in democratic governance with examples	Illustrates the role of political parties in democratic governance.	Illustrates the roles of political parties in democratic governance partially	Illustrates the roles of political parties in democratic governance with minor unclear.	Illustrates the role of political parties in democratic governance with assistance
Ability to examine human rights of special groups for promotion of social justice and inclusivity.	Examines human rights of special groups for promotion of social justice and inclusivity with examples.	Examines human rights of special groups for promotion of social justice and inclusivity.	Examines human rights of special groups for promotion of social justice and inclusivity Partly.	Examines human rights of special groups for promotion of social justice and inclusivity With support.
Ability to apply the bill of rights for harmonious living.	Applies the bill of rights for harmonious living with example.	Applies the bill of rights for harmonious living.	Applies the bill of rights for harmonious living partially.	Applies the bill of rights for harmonious living with assistance.

Ability to develop assertiveness necessary in standing up for individual rights,	Develops assertiveness necessary in standing up for individual rights with examples	Develops assertiveness necessary in standing up for individual rights,	Develops assertiveness necessary in standing up for individual rights partially,	Develops assertiveness necessary in standing up for individual rights with support.
Ability to examine African cultural practices in promoting a common humanity.	Examines African cultural practices in promoting a common humanity citing examples.	Examines African cultural practices in promoting a common humanity.	Examines African cultural practices in promoting a common humanity partially.	Examines African cultural practices in promoting a common humanity with support.
Ability to explore ways of preserving cultural elements that promotes global citizenship.	Comprehensively explore sways of preserving cultural elements that promotes global citizenship.	explores ways of preserving cultural elements that promotes global citizenship.	Explores some ways of preserving cultural elements that promotes global citizenship.	With assistance explores some ways of preserving cultural elements that promotes global citizenship.
Ability to enumerate factors that promote healthy cultural relationships and global interconnectedness.	Enumerates the factors that promote healthy cultural relationships and global interconnectedness using examples.	Enumerates factors that promote healthy cultural relationships and global interconnectedness.	Enumerates factors that promote healthy cultural relationships and global interconnectedness partially.	Enumerates factors that promote healthy cultural relationships and global interconnectedness with guidance.

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

Strand	Sub Strand	Assessment Methods	Non-Formal Activities
1.0 Social Studies and Personal development	**1.1 Career Choices**	a)Oral/signed questions b)Observations c)Written tests d)Observations	• Engage a resource person on how to discuss careers • Collect materials/forms career choices • Participate in career clubs and socities
	1.2 Selection of Career Paths	a) Oral/signed questions b) Written tests c) Project work d) Observation	• Resource persons • Digital resources • Charts, marker pens • Approved text books and other printed resources
2.0 Community Service Learning			
3.**0 People, population and Population**	**3.1 Socio – Economic Practices of Early Humans (6 Lessons)**	a) Oral/signed questions b) Written tests c) Project work d) Observation	• Model stone tools used by early humans. • Composing and singing songs/poems on Africa as birth place of human technology. • Creating posters or communication messages or videos on Africa as birth place of human technology.
	3.2 Indigenous Knowledge Systems in African society (8 lessons)	a) Oral/signed questions b) Observations c) Written tests	• Engage a resource person on how indigenous knowledge systems were used in the traditional African society. • Collect materials/forms of Indigenous Knowledge Systems in Africa.
	3.3 Poverty Reduction (6 Lessons)	a) Oral/signed questions (b)Written tests (c) Observations	Compose and sing a song on importance of sustainable use of available resources.

	3.4 Population Structure (8 Lessons)	a) Oral/signed questions b) Observation c) Written tests d) Checklists	• Design posters / models of population structure in Africa.
	3.5 Peaceful Conflict Resolution in the Community (8 lessons)	a) Oral/signed questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	• Role-playing social values of various cultural groups. • Conducting a civic dialogue with community members about the importance of peaceful conflict resolution • Participate in drama and music on peace in the community. • Organise and participate in activities to interact with Learners from different backgrounds/communities. • Organise and participate in talent shows and Intercultural fairs on peace.
4.0 Natural and Historic Built Environments	4.1 Topographical Maps (10 Lessons)	a) Oral/signed Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records g) Checklist	• Drawing a sketch map of the school and show all human activities.
	4.2 Internal Land Forming Processes (8 lessons)	a) Oral/signed Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records	• Sketch diagrams on landforms in the school compound. • Engage with a resource person on the formation of selected features due to faulting in the environment *(Rift Valley, Escarpments and Block Mountains)* and write short notes.

		f) Checklist	● Making a model of the internal structure of the earth.
	4.3 Multi – Purpose River Projects in Africa (8 Lessons)	(a) Oral/signed questions (b) Written tests (c) Observations	● Conduct a field study of a river in the neighbour hood to determine the most appropriate river project which can be undertaken.

	4.4 Management and Conservation of the Environment (8 Lessons)	a) Oral/signed Questions
		b) Teacher made tests
		c) Observation
		d) Portfolio
		e) Project Work
			● Develop themes for music festival on ways of managing and conserving the environment.
			● Undertake a project in groups on waste management in the school neighborhood:
			  - identify wastes in the school neighbourhood,
			  - establish reasons for lack of proper waste disposal in the school neighbourhood,
			  - outline effects of wastes on the school neighbourhood environment,
			  - propose ways of proper waste disposal in the school neighbourhood.
			● Develop a poster to inform the community members on proper waste disposal in the environment.

	4.5 World Heritage Sites in Africa **(6 Lessons)**	a) Oral/signed Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists	● Compose and sing songs and or recite poems on the importance of world heritage sites in Africa. ● Model a map of Africa showing the world heritage sites.

5.0 Political Developments and Governance	5.1 The Constitution of Kenya (6 Lessons)	a) Oral/signed questions b) Observations c) Written tests	● Develop a class constitution and share in school.
	5.2 Civic Engagement (6 Lessons)	a) Oral questions b) Observations c) Written tests	● Create awareness on election processes in the community barazas.
	5.3 Kenya's Bill of Rights (6 Lessons)	a) Oral/signed questions b) Observations c) Written tests	● Create plays and songs on protection of the rights of special groups (refugees, migrants and the elderly). ● Organise walks to sensitise the community on protection of special groups (refugees, migrants and the elderly). ● Establish gardens and nature trails dedicated to special groups (refugees, migrants and the elderly). ● Perform drama and music on human rights and fundamental freedoms in the Constitution of Kenya in the community.
	5.4 Cultural Globalization (6 Lessons)	a) Oral questions b) Observations c) Written tests d) Journaling	● Participate in activities to preserve cultural elements which promote responsible global citizenship.