



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY CURRICULUM DESIGNSDSIGN

SOCIAL STUDIES

GRADE 4

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade four curriculum designs for learners with visual impairment build on competencies attained by learners at Grade 3 Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

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.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade six is the final grade of the level in the reformed education structure.

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

Therefore, the Grade four curriculum designs for learners with visual 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 4 and prepare them for smooth transition to Grade 5 Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 4 curriculum designs for learner with visual impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade 4 curriculum designs for learners with visual impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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



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TABLE OF CONTENT

FOREWORD	ii
PREFACE.....	ii
ACKNOWLEDGEMENT	iv
NATIONAL GOALS OF EDUCATION	vi
LESSON ALLOCATION FOR UPPER PRIMARY (GRADES 4, 5 & 6).....	viii
LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION	ix
ESSENCE STATEMENT	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
SUMMARY OF STRANDS AND SUB STRANDS	xii
STRAND 1.0: NATURAL AND BUILT ENVIRONMENTS.....	13
STRAND 2.0: PEOPLE AND POPULATION	25
STRAND 3.0 SOCIAL ORGANIZATIONS.....	30
STRAND 4.0: ECONOMIC ACTIVITIES	35
STRAND 5: CITIENSHIP AND GOVERNANCE IN KENYA	42
APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES.....	54

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people.

Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

6. Promote respect for and development of Kenya's rich and varied cultures

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

7. Promote international consciousness and foster positive attitudes towards other nations

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

8. Good health and environmental protection

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

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

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

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) apply acquired knowledge, skills, values and attitudes in everyday life.
- c) demonstrate social skills, moral and religious values for positive contribution to society.
- d) exploit one's talents for individual development and self-fulfilment.
- e) explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) use digital literacy skills for learning and enjoyment.
- g) value Kenya's rich and diverse cultural heritage for harmonious living.
- h) appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

Further, this design has been adapted to ensure that learners with blindness or low vision learn effectively. The adaptations include suggestions for provision of verbal descriptions on aspects that require use of sight, use of digital devices with assistive technology, tactile maps and diagrams, print with appropriate contrast, font size and font types, hands on demonstrations, purposeful pairing and adapted learning resources. Social. The design has also incorporated alternative learning outcomes and activities in areas that pose challenges to learners with visual impairments such as topographical map reading and photograph.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Suggested Number of Lessons
1.0	Natural and Historic Built Environments	Compass Direction	(6 lessons)
		Location and size of the County	(5 lessons)
		Physical features in the County	(5 lessons)
		Seasons in the County	(4 lessons)
		Historic Built Environments in the County	(5 lessons)
2.0	People and Social Organization	Inter-dependence of people	(6 Lessons)
		Population distribution	(5 lessons)
3.0	Resources and Economic Activities	Aspects of Traditional Culture in the County	(4 lessons)
		The school	(3 lessons)
4.0	Political Systems	Economic activities in the County	(4 lessons)
		Industries in the County	(6 lessons)
		Enterprise Project at school	(7 lessons)
5.0	Citizenship and Governance in Kenya	Good Citizenship in School	(4 lessons)
		Peace	(4 lessons)
		Child Rights	(4 lessons)
		Democracy in school	(3 lessons)
		Children's Government in school	(4 lessons)
		Community Leadership	(5 lessons)
		The County Governments in Kenya	(6 lessons)

STRAND 1.0: NATURAL AND BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>1.0 Natural and Built Environments</p>	<p>1.1 Compass Direction (6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the four cardinal points of a compass, b) use the four cardinal points to give directions on a map, c) appreciate the use of four cardinal points in everyday life. 	<ul style="list-style-type: none"> • In groups or with a peer, learners are guided to brainstorm the four cardinal points. • In groups, learners with low vision practice giving directions to places using the four cardinal points, learners with blindness could be paired with sighted guide and given verbal description as they locate places using a model of a compass. • Learners with low vision are guided to draw and label the four cardinal points, learners with blindness be guided to model and label the four cardinal points. • Learners in turns, play computer games on compass direction for enjoyment using digital devices with assistive technology. • In groups, learners with low vision use the four compass points to show direction on the interactive map to enrich the mapping skill while learners with blindness use the four compass points to show direction on 	<p>How can we show direction of places?</p>

			the interactive or tactile map to enrich the mapping skill.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: Learners interact with new technology as they play computer games on compass direction for enjoyment. ● Learning to learn: Learners develops working collaboratively as they share resources and practice in groups giving direction of places using the four cardinal points. 				
Values: <ul style="list-style-type: none"> ● Unity: Learners collaborates with others and cooperate as they practice in groups giving direction of places using the four cardinal points. ● Respect: Learners understands and appreciates others as they play in turns computer games on compass direction for enjoyment. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Leadership: Learners practice in groups giving direction of places using the four cardinal points. ● Creative thinking: Learners participate in creative games of playing in turns computer games on compass direction for enjoyment. 				
Links to other Learning Areas: Learners use Creative Arts skills as they draw and label or model the four cardinal points.				
Suggested Learning Resources <ul style="list-style-type: none"> ● Model of a compass ● Photographs ● Vetted digital devices with assistive technology, ● Plasticine ● Wet clay ● Realia ● Tactile maps ● Interactive maps. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry question(s)
1.0 Natural and Built Environments	1.2 Location and size of the County (5 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify sub-counties in the county, b) locate the county in relation to neighbouring counties, c) estimate the size of the county in relation to neighbouring counties, d) acknowledge the location and size of the county. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm and identify sub-counties in their County. ● Learners with low vision use relevant print with appropriate colour contrast and font size or digital resources with assistive technology to identify the location of the County in relation to neighbouring counties, learners with blindness are guided to use relevant digital resources with assistive technology to identify the location of the County in relation to neighbouring counties. ● In groups or with a peer, learners are guided to discuss the size of the county in relation to the neighbouring counties. ● Learners with low vision sketch, colour, and display a map of the County in class, learners with blindness are guided to model a map of the 	<p>Why is it important to learn the size and location of a county?</p>

			<p>County and display in class for peer review.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to play games on the location of the county in relation to neighbouring counties. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners interact with digital technology to identify the location of the county in relation to neighbouring counties. ● Communication and Collaboration: Learners develop listening and speaking skill as they discuss the size of the county in relation to the neighbouring counties. ● Learning to learn: learners search for the location and size of their county. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners take care of the digital devices as they identify the location of the County in relation to neighbouring counties. ● Integrity: Learners displays honesty as they play in turns computer games on compass direction for enjoyment. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Decision Making and Problem Solving: Learners play creative games and compete as they locate the county in relation to the neighbouring counties. ● Effective Communication: Learners brainstorm in groups as they identify sub-counties in their County. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Creative Arts as learners sketch, colour and display the map of the county in class. ● English, Kiswahili, KSL as learners discuss in groups the size of the county in relation to the neighbouring counties. 				
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Model of a compass ● Photographs ● Vetted digital devices with assistive technology ● Plasticine ● Wet clay ● Realia ● Maps, Embossed maps. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Natural and Built Environments	1.3 Physical features in the County (5 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the main physical features in the county, b) state the importance of the main physical features in the County, c) illustrate the main physical features in the county (learners with low vision), d) model the main physical features in the County (learners with blindness), e) appreciate the main physical features in the county. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm the main physical features in the County. ● Learners with low vision are guided to sketch the main physical features in the county, while learners with blindness are provided with tactile pictures of the main physical features in the county to explore alongside verbal description. ● In groups or with a peer, learners are guided to use digital resources with assistive technology to draw or take photographs of the main physical features in the county. ● Learners with low vision are guided to use print resources to draw the main physical features in the county, while learners with blindness are guided to model the main physical features in the county. ● In groups or with a peer, learners are guided to discuss the importance of the main physical features in the county and share the discussed points in class. ● In groups learners are guided to model some of the main physical features in the county. ● In groups, learners are guided to 	<p>Why are physical features important for a County?</p>

			<p>display pictures or models of the main physical features in the county in class.</p> <ul style="list-style-type: none"> • In groups or with a peer, learners are guided to find out from their parents or guardians how to conserve the main physical features in the county and share. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners identify the main physical features in their county. • Learning to learn: Learners find out from parents or guardians the physical features in the county and share. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social Justice: Learners Accord equal opportunities in sharing responsibilities as they discuss in groups the importance of the main physical features in the county and share the discussion points in class. • Love: Learners Put the interest of others before their own interest as they use digital resources with assistive technology to draw or take photographs of the main physical features in the county. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-Awareness: Learners appreciate others uniqueness while modelling some of the main physical features in the county. • Citizenship: Learners engage effectively with others as they display pictures or models of the main physical features in the county in class. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • English, Kiswahili and KSL as learners discuss in groups the importance of the main physical features in the county and share the discussion points in class. 				
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> • Model of a compass • Photographs • Vetted digital devices with assistive technology • Plasticine • Wet clay • Cameras 				

- Maps
- Artefacts
- Display boards.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Natural and Built Environments	1.4 Seasons in the County (4 lessons) <i>-Hot</i> <i>-Cold</i> <i>-Dry</i> <i>-Rainy</i>	By the end of the sub strand, the learner should be able to: a) identify seasons experienced in the county, b) explain how four seasons influence human activities in the county, c) model weather charts of seasons in the county, d) appreciate the different seasons experienced in the county.	<ul style="list-style-type: none"> • With a peer or in groups, learners with low vision use print with appropriate colour contrast and font size or digital resources with assistive technology to identify seasons experienced in the county (Hot, cold, dry and rainy season), learners with blindness use braille resources or digital resources with assistive technology to identify seasons experienced in the county. • Learners are guided to brainstorm in groups about seasons experienced in the County. • Learners with low vision observe and record in charts human activities associated with different seasons, 	How do different seasons influence human activities in the county?

			learners with blindness listen to verbal description and write on braille cards human activities associated with different seasons. <ul style="list-style-type: none"> • In groups, learners sing songs about seasons experienced in the County. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: Learners carry out research/investigations in groups about seasons experienced in the County. • Digital Literacy: Learners interact with digital resources with assistive technology to identify seasons experienced in the county (<i>Hot, cold, dry and rainy season</i>). 				
Values: <ul style="list-style-type: none"> • Respect: Learners brainstorm in groups about seasons experienced in the county as they understand, appreciate and respect other learners' opinions. • Unity: Learners strive to achieve a common goal as they observe and record in charts or braille cards, human activities associated with different seasons. • Patriotism: Learners sing songs about seasons experienced in the County. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Safety and security: Learners take safety precautions as they use print, braille resources or digital resources with assistive technology to identify seasons experienced in the county (<i>Hot, cold, dry and rainy season</i>). • Citizenship: Learners engage effectively with others and sing songs about seasons experienced in the County. 				
Links to other Learning Areas: <ul style="list-style-type: none"> • Creative Arts as learners sing songs about seasons experienced in the County. • Agriculture and nutrition: Learners explain how different seasons influence human activities in the County. • Science and Technology as learners find out from parents or guardians how to conserve the main physical features in the county and share. 				
Links to other Learning Areas: <ul style="list-style-type: none"> • Creative Arts as learners sing songs about seasons experienced in the County. 				

- Agriculture and nutrition: Learners explain how different seasons influence human activities in the County.
- Science and Technology as learners find out from parents or guardians how to conserve the main physical features in the county and share.

Suggested Learning Resources

- Braille resources.
- Vetted digital devices with assistive technology.
- Manilla papers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Natural and Built Environments	1.5 Historic Built Environments in the County (5 lessons) <i>- Museums,</i> <i>- monuments,</i> <i>- Cultural centres</i>	By the end of the sub strand, the learner should be able to: a) identify the main historic built environments in the county, b) explain the importance of the main historic built environments in the county, c) participate in conservation activities of the historic built environments within the county, d) appreciate historic built environments in	<ul style="list-style-type: none"> • In groups or with a peer, learners are guided to brainstorm and share the main historic built environments in the county. • Learners with low vision use print with appropriate colour contrast and font size or digital resources with assistive technology to identify historic built environments in the county, while learners with blindness use braille or digital resources with assistive technology to identify historic built environments in the county. • In groups or with a peer, learners are guided to visit 	How can we care for the historic built environments in our County?

		the county.	<p>some of the historic built environments within the locality (<i>take photographs, audio tape conversations on the environments or take notes</i>).</p> <ul style="list-style-type: none"> ● Learners are guided to engage a resource person to discuss the importance of the historic built environment in the county. ● Learners with low vision create a picture booklet on the historic built environment, learners with blindness to model historic built environment and display in class. ● In groups or with a peer, learners are guided to participate in caring for historic built environments within the locality as service learning. (<i>collecting litter, sweeping</i>). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learners develop skill of decision making as they create a picture booklet on the historic built environment. ● Learning to Learn: Learners carries out research/investigations as they engage the resource person in discussing the importance of the historic built environment in the county. ● Self-efficacy: Learners engage resource person to discuss the importance of historic built environments within the county. 				

Values:

- Love: Learners portray a caring attitude as they participate in caring for historic built environments within the locality as service learning. (*collecting litter, sweeping*).
- Unity: Learners participate in conserving historic built environments within the locality as service learning (*collecting litter, sweeping*).
- Responsibility: Learners understands and appreciates the resource person as they discuss the importance of the historic built environment in the county.
- Respect: Learners understands and appreciates the resource person as they discuss the importance of the historic built environment in the county.

Pertinent and Contemporary Issues (PCIs):

Environmental issues: Learners respect others' views/feelings as they visit some of the historic built environments within the locality (*take photographs, audio tape conversations on the environments or take notes*).

Links to other Learning Areas:

Learners use Creative Arts skills to create a picture booklet on the historic built environment.

Suggested Learning Resources

- Artefacts
- Vetted digital devices with assistive technology
- Resource person

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the four cardinal points of a compass.	Identifies the four cardinal points of a compass.	Identify three cardinal points of a compass.	Identifies two cardinal points of a compass.	Identifies 1 or none of the cardinal points of a compass.
Ability to identify the main physical features in the County.	Learner identifies 5 main physical features in the County.	Learner identifies 4 main physical features in the County.	Learner identifies 3 main physical features in the County.	Learner identifies 2 or less main physical features in the County.
Ability to explain how the four seasons influence human activities in the county.	Learner explains how 4 seasons influence human activities in the county.	Learner explains how 3 seasons influence human activities in the county.	Learner explains how 2 seasons influence human activities in the county.	Learner explains how 1 or none of the seasons influence human activities in the county.
Ability to explain the importance of the main historic built environments in the County.	Learner explains 7 importance of the main historic built environments in the County.	Learner explains 4-6 importance of the main historic built environments in the County.	Learner explains 2-3 importance of the main historic built environments in the County.	Learner explains 1 or none of the importance of the main historic built environments in the County.

STRAND 2.0: PEOPLE AND POPULATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>2.0 People and Population</p>	<p>2.1 Inter-dependence of people (6 Lessons) - <i>trade</i> - <i>farming</i> - <i>hospital,</i> - <i>worship places</i></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify ways in which people depend on each other in the county, b) explain the benefits of interdependence of people in the County, c) use chart to illustrate the benefits of interdependence of people, d) appreciate the interdependence of people in the County.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm in class the ways in which people depend on each other in the county. ● Learners with low vision are guided to use print with appropriate colour contrast and font size or digital resources with assistive technology to identify ways in which people depend on each other in the county, learners with blindness use braille resources or digital resources with assistive technology to identify ways in which people depend on each other in the county. ● In groups, learners with low vision are guided to create a chart on benefits of interdependence among people, learners with blindness are guided to create a braille chart on benefits of interdependence among people. ● In groups, learners are guided to role-play inter-dependence of people. ● Learners are guided to recite a poem about the importance of 	<ol style="list-style-type: none"> 1. How do people in the county depend on each other? 2. Why should we support each other in the county?

			<p>interdependence of people.</p> <ul style="list-style-type: none"> • Learners are guided to find out from parents and guardians about the importance of inter-dependence of people and report back. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners develop information and communication skills as they role play interdependence of people in the county. • Learning to Learn: Learners carry out research/investigations as they find out from parents and guardians on importance of interdependence of people and report back. • Creativity and imagination: learners role play the interdependence of people in the county. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Learners portray a caring attitude as they work in groups to create a chart on benefits of interdependence among people. • Social justice: Learners advocate for harmonious relationship as they discuss on importance of interdependence among people. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Assertiveness: Learners speaks clearly and airs views firmly as they brainstorm in class the ways in which people depend on each other in the county. • Social Cohesion: Learners respects others views/feelings as they work in groups to create a chart on benefits of interdependence among people. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Religious Education: learners explain the importance of interdependence. • English, Kiswahili and KSL as learners develop communication skills as they recite a poem about the importance of interdependence of people. 				
<p>Suggested Learning Resources</p> <p>Vetted digital devices with assistive technology, Manilla papers and Braille resources.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 People and Population	2.2 Population Distribution (5 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) describe patterns of population distribution in the county,</p> <p>b) illustrate the patterns of population distribution in the County (for learners with low vision),</p> <p>c) interpret patterns of population distribution in the county from a tactile map (for learners with blindness),</p> <p>d) appreciate population distribution in the county.</p>	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to discuss population distribution in the county. ● Learners with low vision are guided to use print with appropriate colour contrast and font size, or digital resources with assistive technology to identify the patterns of population distribution in the county, learners with blindness are guided to use braille resources or digital resources with assistive technology to identify the patterns of population distribution in the county. ● Learners with low vision are guided to use enlarged map of the county to plot patterns of population distribution. While learners with blindness are provided with tactile maps with plotted patterns of population distribution to explore and interpret. ● Learners with low vision are guided to draw a map of the county showing population distribution, learners with blindness are guided to model a map of the county 	1. How is population spread out in the county?

			showing population distribution. ● Learners are guided to display the drawn or model map in the appropriate learning corner for peer review.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: Learners use a digital resource with assistive technology to identify the patterns of population distribution in the county. ● Learning to Learn: Learners share learnt knowledge as they share the diagrams and described patterns on population distribution in class. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learners develops self-drive as they share the diagrams of the patterns on population distribution in class. ● Integrity: Learners practice self-discipline as they use a digital map of the County to identify the patterns of population distribution in the county. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learners ask challenging questions as they share the diagrams of the patterns on population distribution in class. ● Effective Communication: Learners use appropriate channel of communication as they discuss in groups population distribution in the County. 				
Links to other Learning Areas: <ul style="list-style-type: none"> ● English, Kiswahili and KSL as learners develop communication skills as they discuss in groups population distribution in the County. ● Creative arts as learners draw or sketch a map of the county showing population distribution. 				
Suggested Learning Resources Braille resources, Vetted digital devices with assistive technology, Maps, Embossed maps, Wet clay and Plasticine.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of people in the county.	Explains 8 benefits of interdependence of people in the county.	Explains 5-7 benefits of interdependence of people in the county.	Explains 2-4 benefits of interdependence of people in the county.	Explains 1 or none of the benefits of interdependence of people in the county.
Ability to describe patterns of population distribution in the county.	Describes 4 patterns of population distribution in the county.	Describes 3 patterns of population distribution in the county.	Describes 2 patterns of some population distribution in the county.	Describes 1 or none of the patterns of population distribution in the county.
Ability to interpret patterns of population distribution in the county from a tactile map (for learners with blindness).	Interprets 3 patterns of population distribution in the county from a tactile map (for learners with blindness).	Interprets 3 patterns of population distribution in the county from a tactile map (for learners with blindness).	Interprets 2 patterns of population distribution in the county from a tactile map (for learners with blindness).	Interprets 1 or none of the patterns of population distribution in the county from a tactile map (for learners with blindness).

STRAND 3.0 SOCIAL ORGANIZATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Social Organizations	3.1 Aspects of Traditional Culture in the County. (4 lessons) - <i>dress</i> - <i>food</i> - <i>housing</i> - <i>artefacts</i> - <i>sports and games</i> <i>festivals and ceremonies</i>	By the end of the Sub Strand, the learner should be able to: a) identify aspects of traditional culture in the county, b) illustrate aspects of traditional culture practiced in the County, c) appreciate the importance of traditional culture in the county.	<ul style="list-style-type: none"> ● In groups, learners brainstorm to identify aspects of traditional culture in the county (<i>dress, food, housing, artefacts, sports and games, festivals and ceremonies</i>). ● In groups, learners are guided to describe aspects of traditional culture in the county. ● With a peer or in groups, learners discuss the importance of traditional culture in the county. ● With a peer or in groups, learners collect and record aspects of traditional culture in the community. (<i>pictures, songs, artefacts, dress, food, paintings, tools</i>). ● In groups or with a peer, learners showcase different aspects of traditional culture in class. 	Why is culture important?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: Learners collect and record aspects of traditional culture practiced in the community. ● Creativity and imagination: Learners ask challenging questions as they discuss in groups the importance of traditional culture in the County. ● Self-Efficacy: Learners develop effective communication skills as they brainstorm in pairs to identify aspects of traditional culture in the County (<i>dress, food, housing, artefacts, sports and games, festivals and ceremonies</i>). 				

<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners recognise different aspects of traditional culture in their County. ● Unity: Learners display team spirit as they work in groups to describe aspects of traditional culture in the County. ● Social Justice: Learners accord equal opportunities in sharing responsibilities as they collect and record aspects of traditional culture in the community. (<i>pictures, songs, artefacts, dress, food, paintings, tools</i>).
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self Esteem: Learners are able to accept and like self as they discuss in groups the importance of traditional culture in the County. ● Self-Awareness: Learners appreciate individual uniqueness as they work in groups to describe aspects of traditional culture in the County.
<p>Links to other Learning Areas:</p> <p>Religious Education: as learners develop communication skills as they discuss in groups the importance of traditional culture in the County.</p>
<p>Suggested Learning Resources</p> <p>Artefacts, Realia and Cultural and historic sites</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Social Organizations	3.2. The school (3 lessons)	By the end of the Sub Strand, the learner should be able to; a) narrate the history of the school, b) explain the values of the school, c) recite the school motto, d) desire to obey the school rules.	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to gather information on “The history of the school” from the school administration and share in class. ● In groups or with a peer, learners are guided to discuss the history of the school with others in class. ● In groups or with a peer, learners are guided to participate in the 	Why is it important to maintain discipline in school?

			<p>designing of school motto and rules.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to recite the school motto. ● In groups, learners are guided to create a journal on the history of the school. ● Learners with low vision are guided to use print with appropriate colour contrast and font size or digital resources with assistive technology to develop a poster on the school motto, learners with blindness to use braille or digital resources with assistive technology to develop a poster on the school motto. ● Learners with low vision are guided to use print with appropriate colour contrast and font size or digital resources with assistive technology to develop a poster on the school values, core values, learners with blindness to use braille or digital resources with assistive technology to develop a poster on the school values, core values and display in class. ● In groups, learners are guided to display, make a gallery walk and peer assess. 	
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Core Competencies to be developed:

- Communication and collaboration: Learners develop speaking skills as they recite the school motto.
- Citizenship: Learners develop information and communication skills as they engage with others effectively and gather information in groups on “The history of the school” from the school administration and share in class.

Values:

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

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners develop charts to explain the school values.

Links to other Learning Areas:

- Creative Arts as learners participate in the designing of school motto and rules.
- English, Kiswahili and KSL as learners recite the school motto.

Suggested Learning Resources

- Braille resources, Vetted digital devices with assistive technology, Journals and Manilla papers.

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the aspects of traditional culture in the County.	Learner identifies 6 aspects of traditional culture in the County.	Learner identifies 4-5 aspects of traditional culture in the County.	Learner identifies 2-3 aspects of traditional culture in the County.	Learner identifies 1 or none of the aspects of traditional culture in the County.
Ability to explain the values of the school.	Learner explains 5 values of the school.	Learner explains 3-4 values of the school.	Learner explains 2 values of the school.	Learner explains 1 or none of the values of the school.
Ability to narrate the history of the school.	Learner narrates by highlighting 4 significant events in the history of the school.	Learner narrates by highlighting 3 significant events in the history of the school.	Learner narrates by highlighting 2 significant events in the history of the school.	Learner narrates by highlighting 1 or less significant events in the history of the school.

STRAND 4.0: ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>4.0 Economic Activities</p>	<p>4.1 Economic activities in the County (4 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the main economic activities carried out in the county, b) explain the importance of economic activities carried out in the county, c) participate in economic activities in the county, d) appreciate the economic activities in the county. 	<ul style="list-style-type: none"> ● In group learners are guided to brainstorm on the economic activities in the county. ● Learners with low vision are guided to make print posters with appropriate colour contrast and font size on the resources and activities found in the county, learners with blindness are guided to make braille posters on the resources and activities found in the county. ● Learners are guided to discuss the importance of economic activities in the county. 	<p>How can we conserve the resources found in the county?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop teamwork skills as they work in teams and recognizes the value of others as they discuss in groups the importance of economic activities in the county. ● Learning to Learn: Learners work collaboratively and share available resources to make posters on the resources and activities found in the county. 				

Values:

- Patriotism: Learners show dedication as they make posters on the resources and activities found in the county.
- Unity: Learners show fairness as they play relevant educational computer games on economic activities carried out in the county.

Pertinent and Contemporary Issues (PCIs):

- Creative and critical thinking: Learners play relevant educational computer games on economic activities carried out in the county.
- Decision Making and problem solving: Learners make decisions and resolve problems as they brainstorm in groups on how to conserve the resources found in the county.

Links to other Learning Areas:

English, Kiswahili and KSL as learners communicate as they discuss the importance of economic activities in the county.

Suggested Learning Resources

Braille resources, vetted digital devices with assistive technology, display boards and educational computer games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Economic Activities	4.2 Industries in the County (6 lessons)	By the end of the Sub- Strand the learner should be able to: a) identify industries in the County, b) explain the benefits of industries in the county, c) locate industries in the county, d) recognise the role of industries in the County.	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm on the industries in the county. ● In groups or with a peer, learners are guided to discuss the benefits of industries in the county, ● Learners are guided to use print, braille or digital resources with assistive technology to locate industries in the county. ● In groups or with a peer, learners are guided to visit a trading centre to learn more about trading activities and report back. ● In groups or with a peer, learners are guided to discuss the benefits of industries in the county. 	How can a county benefit from its industries?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop teamwork skills as they work in teams and recognizes the value of others as they discuss in groups the importance of economic activities in the county. ● Learning to Learn: Learners work collaboratively and share available resources to make posters on the resources and activities found in the county. 				

Values:

- Patriotism: Learners show dedication as they make posters on the resources and activities found in the county.
- Unity: Learners show fairness as they play relevant educational computer games on economic activities carried out in the county.

Pertinent and Contemporary Issues (PCIs):

- Creative and critical thinking: Learners play relevant educational computer games on economic activities carried out in the county.
- Decision Making and problem solving: Learners make decisions and resolve problems as they brainstorm in groups on how to conserve the resources found in the county.

Links to other Learning Areas:

English, Kiswahili and KSL as learners communicate as they discuss the importance of economic activities in the county.

Suggested Learning Resources

Braille resources, vetted digital devices with assistive technology, display boards and educational computer games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Economic Activities	4.3 Enterprise Project at school (9 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the projects that can be initiated at school, b) participate in initiating an enterprise project at school, c) uphold ethics in managing the enterprise project money at the school. 	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm in and identify enterprise projects that can be undertaken at school. ● Learners are guided to use print, braille or digital resources with assistive technology to search for enterprise projects undertaken in Schools. ● In groups, learners are guided to plan for a viable enterprise project at school. ● In groups, learners are guided to participate in the initiation and management of the enterprise project in the school. ● In groups, learners are guided to share responsibilities on the planned enterprise project. ● In groups, learners are guided to discuss ethical practices to be observed in managing the enterprise project (<i>money, final products</i>). ● In groups, learners are guided to undertake the enterprise project at school and evaluate its success. 	How can enterprise projects be initiated and managed?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop teamwork skills as they contribute in group decisions by actively participating in planning for a viable enterprise project at school. ● Creativity and imagination: Learners identify a viable project enterprise at school.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners engage in the assigned roles and duties as they undertake the enterprise project at school and evaluate its success. ● Integrity: Learners develop accountability as they participate in the initiation and management of the enterprise project in the school.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Creative and critical thinking: Learners undertake the enterprise project at school and evaluate its success and participate in the school entrepreneurship week. ● Humility and simplicity: Learners do not show off or despise others as they share responsibilities on the planned enterprise project.
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Mathematics as learners discuss in groups ethical practices to be observed in managing the enterprise project (<i>money, final products</i>). ● Agriculture as learners plan for a viable enterprise project at school.
<p>Suggested Learning Resources</p> <p>Braille resources and vetted digital devices with assistive technology</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the importance of economic activities carried out in the county	Learner explains 5 importance of economic activities carried out in the county.	Learner explains 4 importance of economic activities carried out in the county.	Learner explains 3 importance of economic activities carried out in the county.	Learner explains 2 or less importance of economic activities carried out in the county.
Ability to identify industries in the County	Learner identifies 5 industries in the County.	Learner identifies 3-4 industries in the County	Learner identifies 2 industries in the County.	Learner identifies 1 or none of the industries in the County.
Ability identifies the projects that can be initiated at school	Learner identifies 5 projects can be initiated at school.	Learner identifies 3-4 projects that can be initiated at school.	Learner identifies 2 projects that can be initiated at school.	Learner identifies 1 or one of the projects that can be initiated at school.

STRAND 5: CITIENSHIP AND GOVERNANCE IN KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.0 Citizenship and Governance in Kenya</p>	<p>5.1 Good Citizenship in School (4 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify qualities of good citizens in school,</p> <p>b) develop qualities of good citizenship in school,</p> <p>c) appreciate qualities of good citizenship in school.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm qualities of a good citizen in school. ● In groups, learners with low vision use digital resources with assistive technology or print resources with appropriate colour contrast and font size to identify qualities of a good citizen in school, learners with blindness use digital resources with assistive technology or braille resources to identify qualities of a good citizen in school. ● In groups, learners role play qualities of a good citizen in a school. ● Learners engage a resource person to discuss the importance of good citizenship. ● In groups, learners with low vision design a print poster with qualities of a good citizen in school, learners with blindness design a braille poster with qualities of a good citizen in school. ● Learners are guided to write an essay on qualities of a good citizen 	<p>How can we demonstrate good citizenship in school?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learners make observations as they undertake group activities and exchange new ideas while designing a poster with qualities of a good citizen in school. ● Citizenship: Learners develop information and communication skills as they engage a resource person to discuss the importance of good citizenship.
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners design a poster with qualities of a good citizen in school.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Honesty: Learners speak and act honestly as they discuss in groups how to become a good citizen in school. ● Social cohesion: Learners develop harmonious coexistence as they discuss in groups how to become a good citizen in school.
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Religious Education as learners use digital, braille or print resources to identify qualities of a good citizen in school. <ul style="list-style-type: none"> ● English, Kiswahili and KSL as learners write an essay on a good digital citizen (<i>using technology in a positive way</i>) and share the essays in class.
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Vetted digital resources with assistive technology, braille resources, manilla papers, crayons, wet paints and braille cards.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.0 Citizenship and Governance in Kenya	5.2 Peace (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to;</p> <p>a) identify factors that promote peace in school,</p> <p>b) develop strategies of living in peace with others in school,</p> <p>c) desire to uphold peace in school.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss factors that promote peace in school. ● Learners with low vision are guided to use print with appropriate colour contrast and font size or digital resources with assistive technology to create messages on strategies of living in peace with others in school, learners with blindness are guided to use braille or digital resources with assistive technology to create messages on peace. ● Learners with low vision are guided to use print or digital resources with assistive technology to find examples of peace activities undertaken in schools (Peace gardens/nature trails, Peace corners, Peace competition essays). Learners with blindness are guided to use braille or digital resources with assistive technology to find examples of peace activities undertaken in schools (Peace gardens/nature trails, Peace corners, Peace competition essays). ● Learners with low vision are guided to design print posters with peace- building messages, Learners with blindness are guided to design braille posters with 	<ol style="list-style-type: none"> 1) How can we live in peace with others in school? 2) Why is it important to plan for a peace building activity in school?

			peace- building messages. <ul style="list-style-type: none"> ● In groups learners are guided to participate in peacebuilding activities ● Learners are guided to find out from parents and guardians the importance of upholding peace. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking: Learners create messages on strategies of living in peace with others in school. ● Problem solving: Learners participate in peace building activities in school. 				
Values: <ul style="list-style-type: none"> ● Patriotism: Learners design posters on peace building messages. ● Peace: Learners show respect as they participate in peace building activities. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Citizenship: Learners promote peace education as they use digital, braille or print resources to create messages on peace and display them at strategic points in the school compound. ● Coping with emotion: Learners create a safe school as they participate in peace building activities. 				
Links to other Learning Areas: <ul style="list-style-type: none"> ● Religious Education as learners discuss in groups ways of promoting peace in school. ● English, Kiswahili and KSL as learners discuss in groups ways of promoting peace in school. 				
Suggested Learning Resources <ul style="list-style-type: none"> ● Vetted devices with assistive technology, ● Braille resources, ● Posters 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.3 Child Rights (4 lessons) - <i>Early and forced marriages</i> - <i>Female genital mutilation</i> - <i>Slavery</i> - <i>Child Trafficking</i> - <i>Child/forced labour</i> - <i>Sexual abuse, abuse of children with special needs</i>	By the end of the Sub Strand, the learner should be able to: a) Outline forms of child abuse in the community, b) explain the causes of child abuse in the community. c) explain effects of child abuse in the community, d) desire to promote child Rights and responsibilities in the community.	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm forms of child abuse in the community. ● In groups, learners with low vision use digital devices with assistive technology or print resources with appropriate colour contrast and font size to find out causes of child abuse in the community, learners with blindness use digital devices with assistive technology or braille resources to identify find out causes of child abuse in the community. ● In groups, learners discuss effects of child abuse in the community. ● In groups, learners with low vision design print posters with appropriate colour contrast and font size with effects of child abuse in the community, learners with blindness design braille posters with effects of child abuse in the community. ● In groups, learners sing songs and recite poems on the protection of self and others from child abuse in the community. ● In groups learners are guided to participate in the campaign to promote 	1. How can harmful cultural practices violate child rights in the community? How can we protect ourselves from child abuse?

			child rights and responsibilities in the community.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: Learners participate in activities that promote child rights in the school. ● Critical thinking and problem solving: Learners develop active listening and Communication skills as they follow simple instructions to solve problems and seek help as they sing songs and recite poems on the protection of self and others from child abuse in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners observe safety precautions as they use digital, print or braille resources to identify cultural practices that violate child rights in the community. ● Peace: Learners show empathy, respect diversity as they prepare posters showing ways to protect self and others from child abuse in the community. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Gender Issues: Learners organise talks on the dangers of harmful cultural practices as they engage a resource person to identify cultural practices that violate child rights in the community. ● Self-esteem: Learners develop ability to like self as they sing songs and recite poems on the protection of self and others from child abuse in the community. 				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Religious Education as learners’ brainstorms in groups forms of child abuse in the community (<i>Early and forced marriages, Female genital mutilation, Slavery, Child Trafficking, child labour, Sexual abuse, abuse of children with special needs</i>). ● Creative Arts as learners design posters with effects of child abuse in the community. 				
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Braille resources, braille cards, posters, vetted digital devices with assistive technology, manilla papers, wet paints and crayons. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship and Governance in Kenya	5.4 Democracy in school (3 lessons)	By the end of the sub strand the learner should be able to: a) identify democratic processes in school, b) explains the benefits of democracy in school, c) practise democratic elements in school, d) appreciate democratic practices in school.	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss democratic processes in school. ● With a peer, learners are guided to use print with appropriate colour contrast and font size, braille or digital resources with assistive technology to prepare a chart showing democratic processes in school. ● In groups, learners are guided to discuss the benefits of democracy in school. ● Learners with low vision are guided to prepare print posters showing the benefits of democracy in school with appropriate colour contrast and font size, learners with blindness are guided to prepare braille posters showing the benefits of democracy in school. ● In groups, learners are guided to carry out a mock election of leaders in class. ● In groups, learners are guided to engage a resource person to learn 	<ol style="list-style-type: none"> 1. How can we practice democracy in school? 2. Why is democracy important in a school?

			the elements of democratic practices in Kenya.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Learning to learn: Learners develop working collaboratively as they simulate a real-life situation that depicts democracy in school. ● Citizenship: Learners develop information and communication skills as they discuss in groups issues affecting the community and ways of practicing democracy in school. 				
Values:				
<ul style="list-style-type: none"> ● Unity: Learners develop, enhance inclusivity and respect others' opinions as they discuss in groups benefits of democracy in school. ● Peace: Learners show love and display calmness as they simulate a real-life situation that depicts democracy in school. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Social cohesion: Learners develop harmonious coexistence as they simulate a real-life situation that depicts democracy in school. ● Assertiveness: Learners develop ability to overcome peer pressure as they discuss in groups benefits of democracy in school 				
Links to other Learning Areas:				
<ul style="list-style-type: none"> ● English, Kiswahili and KSL as learners document democratic processes in school and community in a journal. ● Creative Arts as learners prepare posters with benefits of democracy in school 				
Suggested Learning Resources				
Braille resources, braille cards, posters, vetted digital devices with assistive technology, manilla papers, approved textbooks and other printed or braille materials.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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5.0 Citizenship and Governance in Kenya	5.5 Children’s Government in school (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the composition of Children’s Government in school, b) describe the functions of the Children’s Government in school, c) participate in Children’s Government in school, d) respect children’s government in school. 	<ul style="list-style-type: none"> ● With a peer or in groups, learners are guided to brainstorm on the composition of Children’s Government in school. ● With a peer, learners are guided to write the structures of the children government. ● In groups or with a peer, learners are guided to share experiences on functions of Children’s Government in school. ● Learners are guided to write a composition on ways of supporting Children’s Government in school. ● Learners are guided to simulate the Children’s Government in session in school. 	<ol style="list-style-type: none"> 1. Why is it important to have Children’s Government in school? 2. How can we support Children’s Government in school?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: learners develop teamwork skills as they share experiences in groups on functions of Children’s Government in school. ● Citizenship: Learners develop information and communication skills as they communicate in different environments while discussing in groups the composition of Children’s Government in school. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: Learners display transparency as they simulate the children’s Government in session in school. ● Social Justice: Learners accord privileges without favour as they role play the functions of children’s government.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Humility and simplicity: Learners are able to relate with others and fit in groups as they discuss in groups the composition of Children’s Government in school. ● Governance: Learners describe the functions of Children’s Government in school. ● Assertiveness: Learners respect other people’s views as they carry out mock election of leaders in class.
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● English, Kiswahili and KSL as learners write a composition on ways of supporting Children’s Government in school. ● Religious Education as learners respect children’s government in school.
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Braille resources, ● Approved textbooks and other printed or braille materials, ● Vetted digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
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<p>5.0 Citizenship and Governance in Kenya</p>	<p>5.6 Community Leadership (5 Lessons) - <i>Religious leaders</i> - <i>Clan leaders</i> - <i>village leaders</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify leaders in the community, b) explain the duties of community leaders in the community, c) demonstrate qualities of good leadership in the community, d) appreciate good leadership in the community.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm on how to identify leaders in the community. ● In groups, learners are guided to discuss duties of community leaders and make class presentations. ● In groups or with a peer, learners are guided to engage a resource person to discuss the qualities of a good community leader and report. ● In groups learners are guided to role - play good leadership in the community. ● Learners with low vision are guided to design and display a print poster on qualities of good leadership in the community with appropriate colour contrast and font size, learners with blindness are guided to design and display a braille poster on qualities of good leadership in the community. ● In groups, learners are guided to compose songs on good leadership in the community. 	<p>Why is it important for leaders to have good qualities?</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
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<p>5.0 Citizenship and Governance in Kenya</p>	<p>5.7 The County Governments in Kenya (6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the structure of county government, b) explain the duties of County Governor in Kenya, c) explain the roles of a member of county assembly, d) appreciate the County Government in Kenya. 	<ul style="list-style-type: none"> ● With peers, learners are guided to brainstorm on the leaders of county government in Kenya. ● In groups learners are guided to outline the structure of the county government ● In groups or with a peer, learners with low vision are guided to draw the structure of the county government assembly in Kenya, while learners with blindness are provided with a tactile diagram of structure of the county government assembly in Kenya alongside verbal descriptions to identify the county government assembly structures. ● In groups learners are guided to discuss the duties of the governor and a member of the county assembly. ● Learners are guided to watch or listen to a video - clips or visit county government offices to learn administrative structure. 	<p>Why is a county government important in Kenya?</p>
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Suggested Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify qualities of good citizenship in school	Learner identifies 5 qualities of good citizenship in school.	Learner identifies 3-4 qualities of good citizens in school	Learner identifies 2 qualities of good citizens in school.	Learner identifies 1 or none of the qualities of good citizens in school.
Ability to develop strategies of living in peace with others in school.	Learner develops 5 strategies of living in peace with others in school.	Learner develops 3-4 strategies of living in peace with others in school.	Learner develops 2 strategies of living in peace with others in school.	Learner develops 1 or none of the strategies of living in peace with others in school.
Ability to explain effects of child abuse in the community	Learner explains 5 effects of child abuse in the community.	Learner explains 3-4 effects of child abuse in the community.	Learner explains 2 effects of child abuse in the community.	Learner explains 1 or none of the effects of child abuse in the community.
Ability to identify democratic processes in school.	Learner identifies 5 democratic processes in school.	Learner identifies 3-4 democratic processes in school.	Learner identifies 2 democratic processes in school.	Learner identifies 1 or none of the democratic processes in school.
Ability to describe the functions of the Children’s Government in school	Learner describes 5 functions of the Children’s Government in school.	Learner describes 3-4 functions of the Children’s Government in school.	Learner describes 2 functions of the Children’s Government in school.	Learner describes 1 or none of the functions of the Children’s Government in school.
Ability to demonstrate qualities of good leadership in the community.	Learner demonstrates 5 qualities of good leadership in the community.	Learner demonstrates 3-4 qualities of good leadership in the community.	Learner demonstrates 2 qualities of good leadership in the community.	Learner demonstrates 1 or none of the qualities of good leadership in the community.
Ability to explain the roles of a member of county assembly.	Learner explains 5 roles of a member of county assembly.	Learner explains 3-4 roles of a member of county assembly.	Learner explains 2 roles of a member of county assembly.	Learner explains 1 or none of the roles of a member of county assembly.

APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES

AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0 Natural and built environment	1.1. Compass direction	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Observation. 	<ul style="list-style-type: none"> ● Resource persons. ● Maps ● nails ● carton box ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Visit weather station
	1. 2 location and size of the County	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Maps of a county ● Strings ● Marker pens ● Tracing paper ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Drawing and displaying county maps
	1.3 Physical features in the County	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Observation 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved textbooks. 	<ul style="list-style-type: none"> ● visit nearby environment
	1.4 Seasons in the county	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Approved textbooks and other printed resources. ● Resource person. ● weather charts 	<ul style="list-style-type: none"> ● Visit a weather man
	1.5 Historic built	<ul style="list-style-type: none"> a) Oral questions. 	<ul style="list-style-type: none"> ● Digital resources. 	<ul style="list-style-type: none"> ● Visit nearby historical sites

	environment	<ul style="list-style-type: none"> b) Written tests. c) Portfolio 	<ul style="list-style-type: none"> ● maps ● Approved textbooks and other printed resources. 	
2.0 People and Population	2.1 Inter-dependence of people in the County	<ul style="list-style-type: none"> a) Oral questions. b) Observation. c) Written tests. d) Checklists. 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Conducting a civic dialogue with chief barazas
	2.2 Population distribution in the County	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) observation 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Approved textbooks. ● Maps 	<ul style="list-style-type: none"> ● visit market place
3.0 Culture and Social Organizations	3.1 Aspects of Traditional Culture in the County.	<ul style="list-style-type: none"> a) Oral Questions. b) Observation. c) Anecdotal records. 	<ul style="list-style-type: none"> ● Photographs, pictures and paintings. ● Vetted digital resources ● Approved textbooks and other printed resources. ● Museum, Monuments. 	<ul style="list-style-type: none"> ● attend music festivals
	3.2 The School	<ul style="list-style-type: none"> a) Checklist. b) observation c) Written tests. d) Oral questions. e) Aural questions 	<ul style="list-style-type: none"> ● Chart ● Maps. ● Photographs 	<ul style="list-style-type: none"> ● Take photographs of school
4.0 Economic Activities	4.1 Economic Activities in the County	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. ● Photographs. 	<ul style="list-style-type: none"> ● Visit a nearby resource

	4.2 Industries in the County	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet resources. ● Approved textbooks and other printed resources. ● TV/Video. 	<ul style="list-style-type: none"> ● visit a factory/cottage industry in nearby area
	4.3 Enterprise project in School	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Start a project at homes
	4.4 African Diaspora	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● visit resource person
5.0 Governance in Kenya	5.1 Good Citizenship in school	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Internet ● Approved textbooks and other printed resources. ● Resource person. 	participate in clubs
	5.2 Peace	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Digital or print resources ● Approved textbooks and other printed resources. ● Posters. 	Visit Chief Barazas on peace
	5.3 Human Rights	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● Internet ● Approved textbooks and other printed resources. ● Resource person. 	visit a resource person
	5.4 Democracy in school	<ul style="list-style-type: none"> a) a) Oral questions b) Observation c) Written tests 	<ul style="list-style-type: none"> ● internet/TV ● Resource person 	Participation in school election

			<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. 	
	5.5 Children's Governance in School	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved textbooks and other printed resources. 	Election of pupils leaders
	5.6 Community leadership	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet/TV ● Resource person ● Approved textbooks and other printed resources. 	Visit local Chief/ Sub-Chief/ Nyumba Kumi Leader
	5.7 The County Governments in Kenya	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet ● Resource person ● Approved textbooks and other printed resources. 	Visit County Assembly