



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 5

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 5 curriculum designs build on competencies attained by learners at Grade 4. Further, they provide a basis for learners to transit to the next grade. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

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

The reviewed Grade 5 curriculum furthers implementation of the CBC from Grade 4. *The primary education* level focuses on acquisition of social skills, literacy, numeracy, exploration and general interaction with their environment. The designs include aspects of formal, non-formal and informal curriculum f implementation. . This level is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya*. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner’s potential**.

Therefore, the Grade 5 curriculum designs are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 5 and prepare them for smooth transition to *grade 6*. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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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 the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 5 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary, MoE and the Principal Secretary, State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, and 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 5 curriculum designs. Concerning this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairman and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 5 and preparation of learners for transition to *Grade 6*.



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NATIONAL GOALS OF EDUCATION

- 1. Foster nationalism, patriotism, and promote national unity**

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

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

 - a. Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.
 - b. Economic Needs**

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

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.
- 3. Promote individual development and self-fulfilment**

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	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

GENERAL 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.

GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

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

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

STRAND 1.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Natural and Historic Built Environments</p>	<p>1.1 Elements of a Map</p> <p><i>-Title</i> <i>-Frame</i> <i>-Scale</i> <i>-Compass</i> <i>-Key</i> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the key elements of a map,</p> <p>b) illustrate the key elements of a map on a sketch map (for learners with low vision)</p> <p>c) identify features on a tactile map using the key elements (for learners with blindness)</p> <p>d) interpret features in a map using the key elements (for learners with low vision),</p> <p>e) interpret features in a tactile map using the key elements (for learners with</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm the key elements of a map ● In groups or with a peer, learners with low vision are guided to locate elements of a map from a sketch map, wall map, atlas and digital maps, learners with blindness are guided to tactually explore a tactile sketch map or digital map to locate the elements of a map. ● In groups, learners with low vision come up with unique ideas as they draw a sketch map and label the key elements while learners with blindness come up with unique ideas as they tactually explore a tactile map to locate the elements of a map. 	<p>How do we use maps in our daily lives?</p>

		<p>blindness), f) appreciate the use of maps in daily life.</p>	<ul style="list-style-type: none"> ● In groups or with a peer, learners with low vision are guided to draw a sketch map and label the key elements, learners with blindness are provided with a tactile sketch map with key elements labeled alongside verbal descriptions to identify and write them down. ● With a peer or in groups, learners with low vision are guided to practice reading and interpreting a map using key elements while learners with blindness are guided to practice manipulating and interpreting a tactile map using the key elements. ● In groups, learners are guided to use digital devices with assistive technology to play computer games on the elements of a map (<i>digital, maps, atlas, wall maps, tactile map</i>). ● In groups or with a peer, learners are guided to discuss 	
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			the various areas where maps are used in their daily lives.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners use digital devices with assistive technology to accomplish their own task as they play computer games in groups or in pairs, on the elements of a map. ● Creativity and imagination: Learners come up with unique ideas as they draw a sketch map and label the key elements. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they brainstorm in groups the key elements of a map. ● Unity: Learners take turns as they play computer games in groups or in pairs, on the elements of a map. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security: Experiential learning as they discuss the uses of maps in daily lives. ● Disaster Risk Reduction: Learners are able to identify places that could be dangerous as they interact with the key elements of the map. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners develop language skills as they brainstorm the key elements of a map. ● Learners develop drawing or modelling skills as they draw or model a sketch map and label the key elements. 				
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens and approved text books and other printed resources or braille resources. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.2 Location, position and size of Kenya (4 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the countries that neighbour Kenya, b) locate the position of Kenya in relation to her neighbours using a compass direction, c) value good relations between Kenya and her neighbours. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners with low vision are guided to use an atlas or other appropriate media, to identify the position of Kenya in relation to her neighbors, while learners with blindness are provided with tactile maps alongside verbal description to identify the position of Kenya in relation to her neighbours. ● In groups learners with low vision are guided to draw a map of Kenya and indicate her neighbours, while learners with blindness are provided with a tactile map of Kenya in relation to her neighbours alongside verbal descriptions to identify her neighbours and write them down. ● In groups or with a peer, learners are guided to acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours, ● In groups learners are guided to use appropriate media to play games involving locating places on a map. 	What is the position of Kenya in relation to her neighbours?

			<ul style="list-style-type: none"> ● With a peer or in groups learners are guided to find out the size of Kenya using digital resources and share in class. ● In groups or with a peer, learners with low vision are guided to draw a map of Kenya and indicate the size in square kilometers, while learners with blindness are provided with a tactile map of Kenya alongside verbal descriptions to identify her size and write it down. ● With a peer or in groups, learners are guided to show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours. ● Learning to learn: Learners engage in self-driven tasks as they compose songs and poems about Kenya and her neighbours. 				
<p>Values: Patriotism: Learners show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners learn to co-exist as they discuss the position of Kenya in relation to her neighbours. 				

Link to other learning areas:

- Learners develop calculation skills as they find out the size of Kenya using digital resources with assistive technology.
- Learners develop drawing skills as they draw a map of Kenya and indicate her neighbours.

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens and approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.3 Main physical features in Kenya <i>-Relief</i> <i>-Drainage</i> (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main physical features in Kenya, b) show the main physical features in Kenya on a map, c) Value the physical features found in Kenya.	<ul style="list-style-type: none">● In groups or with a peer, learners are guided to appreciate diverse opinions as they brainstorm in groups, and identify physical features found in Kenya● In groups learners are guided to use digital devices with assistive technology to effectively accomplish own tasks as they locate the main physical features in Kenya.● With a peer or in groups, learners with low vision are guided to undertake tasks that encourage artistic expression as they draw and locate the main	Why are physical features useful in a country?

			<p>physical features in Kenya using a sketch map or atlas while learners with blindness are guided to tactually explore a tactile sketch map or digital map to identify the main physical features in Kenya and write them.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners with low vision are guided to draw a map of Kenya and locate the main physical features from a sketch map, wall map, atlas maps, digital maps, tactile map, while learners with blindness are provided with a tactile sketch map with key elements labelled alongside verbal descriptions to locate the main physical features and write them down. ● In groups learners are guided to engage in assigned roles of collecting and displaying maps and pictures showing the main physical features in Kenya. ● In groups or with a peer learners are guided to care for the physical features found in the immediate environment. 	
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Core competencies:

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

Values:

- Responsibility: Learners engage in assigned roles as they collect and display maps and pictures showing the main physical features in Kenya.
- Respect: Learners appreciate diverse opinions as they brainstorm in groups to identify physical features found in Kenya.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education: Learners care for the physical features found in the immediate environment.

Link to other learning areas:

- Learners will apply drawing skills as they draw a map of Kenya and locate the main physical features.

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Natural and Historic Built Environments</p>	<p>1.4 Weather and Climate (4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify elements of weather in the environment, show the main climatic regions in Kenya on a map, describe characteristics of the main climatic regions in Kenya, acknowledge the different climatic and climatic conditions in planning for day- to-day activities. 	<ul style="list-style-type: none"> In groups or with a peer, learners are guided to brainstorm on the difference between weather and climate and share with peers the elements of weather (<i>rainfall, wind, temperature, cloud cover</i>). In groups learners with low vision are guided to locate the main climatic regions of Kenya using a map of Kenya, atlas, digital maps, learners with blindness are guided to tactually explore a tactile sketch map or digital map to locate the main climatic regions in Kenya. In groups or with a peer, learners speak engagingly by using facts as they discuss in groups the characteristics of the main climatic regions in Kenya, In groups learners are guided to discuss the characteristics of the main climatic regions in Kenya. With a peer or in groups, learners with low vision are guided to engage in assigned roles and duties as they undertake tasks that will require 	<p>Why do we experience different climatic conditions in Kenya?</p>

			<p>them to organize ideas as model a map of Kenya showing the main climatic regions and display in class while learners with blindness are provided with a tactile sketch map with the key elements labeled alongside verbal descriptions to identify the main climatic regions and write them down.</p> <ul style="list-style-type: none"> ● Learners are guided to find out from parents/guardians on effects of extreme weather conditions. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners can speak engagingly by using facts as they discuss in groups elements of weather. ● Creativity and imagination: Learners undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners display team spirit as brainstorm in groups the difference between weather and climate. ● Responsibility: Learners engage in assigned roles and duties as they undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental Education: Learners become aware of weather as they brainstorm in groups the difference between weather and climate. 				
<p>Link to other learning areas: Learners will apply modelling skills to model a map of Kenya showing the main climatic regions.</p>				

Suggested Learning Resources

Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens and approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.5 The Built Environments (4 Lessons) <i>-Museums</i> <i>-Monuments</i> <i>-Cultural centres</i> <i>-Historical buildings</i>	By the end of the sub strand, the learner should be able to: a) identify the main historic built environments in Kenya, b) show the main historic built environments in Kenya on a map, c) apply strategies to conserve historic built environments for preservation of cultural heritage, d) appreciate the need for conserving historic built environments in Kenya.	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm the main historic built environments in Kenya (<i>Museums, monuments, Cultural centres and historical buildings</i>), ● With a peer or in groups learners with low vision are guided to use a map of Kenya to locate some of the historic built environments. Learners with blindness are provided with a tactile sketch map with the key elements labeled alongside verbal descriptions to identify the main historic built environments and write them down. ● In groups or with a peer, learners are guided to use 	Why should we conserve the historic built environments?

			<p>digital/print resources with assistive technology to identify historic built environments.</p> <ul style="list-style-type: none"> ● In groups learners are guided to develop posters/ charts/flip cards with messages on importance of caring for historic built environments in Kenya, ● In groups or with a peer visit/virtual visit to a nearby historic built environment/library/cultural center and share experiences, Learners with blindness can be paired with their sighted peers and given verbal descriptions of aspects that require use of sight during the activity ● In groups or with a peer, learners seek advice from an appropriate person as they engage on ways of conserving historic built environment. ● In groups or with a peer, learners participate in conservation activities for historic built environments within the locality, Learners with blindness can be paired with their sighted peers 	
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			and given verbal descriptions of aspects that require use of sight during the activity.	
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Core competencies:

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

Values:

- Love: Learners portray a caring attitude as they participate in conservation activities for historic built environments within the locality.
- Peace: Learners display tolerance as they brainstorm the main historic built environments in Kenya.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education: Learners participate in conservation activities for historic built environments within the locality.

Link to other learning areas:

- Learners will apply care for environment skills as they participate in conservation of historic built environments within the locality.

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens, approved text books and other printed resources or braille resources.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe characteristics of main climatic regions in Kenya.	Learner describes 5 characteristics of main climatic regions in Kenya.	Learner describes 4 characteristics of main climatic regions in Kenya.	Learner describes 3 characteristics of main climatic regions in Kenya.	Learner describes 2 or less characteristics of main climatic regions in Kenya.
Ability to illustrate key elements of a map on a sketch.	Learner illustrates 5 key elements of a map on a sketch.	Learner illustrates 4 key elements of a map on a sketch.	Learner illustrates 3 key elements of a map on a sketch.	Learner illustrates 2 or less key elements of a map on a sketch.
Ability to locate the main physical features in Kenya on a map.	Learner locates 5 main physical features in Kenya on a map.	Learner locates 4 main physical features in Kenya on a map.	Learner locates 3 main physical features in Kenya on a map leaving out minor descriptions.	Learner locates 1 or none main physical features in Kenya on a map.
Ability to show main climatic regions in Kenya on a map.	Shows 5 main climatic regions in Kenya on a map.	Learner shows 4 main climatic regions in Kenya on a map.	Learner shows 3 main climatic regions in Kenya on a map with minimal errors.	Learner shows 2 or less main climatic regions in Kenya on a map.
Ability to show the main historic built environments in Kenya on a map.	Learner shows 5 main historic built environments in Kenya on a map.	Learner shows the main historic built environments in Kenya on a map.	Learner shows 2 to 3 main historic built environments in Kenya on a map.	Learner shows less than 2 main historic built environments in Kenya on a map.

STRAND 2.0: PEOPLE AND SOCIAL ORGANISATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 People, Population and Social Organisations</p>	<p>2.1 Language Groups in Kenya</p> <p>(5 Lessons)</p> <p><i>-Nilotes</i> <i>-Bantu</i> <i>-Cushites</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main language groups in Kenya,</p> <p>b) explain benefits of interdependence of language groups in Kenya,</p> <p>c) show the interdependence of language groups in Kenya,</p> <p>d) appreciate the interdependence of language groups.</p>	<ul style="list-style-type: none"> ● In groups or with a peer learner are guided to brainstorm on the main language groups in Kenya. ● In groups learners are guided to appreciate importance of oneness irrespective of individual differences as they discuss ways in which different language groups depend on each other in Kenya. ● In groups or with a peer, learners are guided to engage a resource person to find out the benefits of interdependence of language groups in Kenya. ● In groups learners are guided to develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya. ● With a peer or in groups learners are guided to listen keenly and actively showing understanding of 	<p>How do we benefit by interacting with different language groups in Kenya?</p>

			<p>concepts as they compose poems and songs that depict interdependence during cultural events.</p> <ul style="list-style-type: none"> ● In groups learners are guided to narrate African stories on the origin of various language groups in Kenya. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: Learners develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya. ● Communication and collaboration: Learners listen keenly and actively showing understanding of concepts as they compose poems and songs that depict interdependence during cultural events. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners discuss in groups ways in which different language groups depend on each other in Kenya. ● Respect: Learners value human dignity as they narrate African stories on the origin of various language groups in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners work together harmoniously as they compose poems and songs that depict interdependence during cultural events. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners develop language skills as they compose poems and songs that depict interdependence during cultural events. ● Learners apply the skill of narration as they share African stories on the origin of various language groups in Kenya. 				

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 2.0 People, Population and Social Organisations	2.2 Population distribution in Kenya (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the effects of population density in different regions in Kenya, b) show areas of high and low population density in Kenya on a map, c) acknowledge the impact of population distribution in Kenya.	<ul style="list-style-type: none">• In groups learners value ideas of others as they brainstorm on areas of high and low population density in Kenya.• Learners are guided to use digital devices with assistive technology, braille or print resources to locate areas of high and low population density in Kenya.• Learners with low vision are guided to describe procedure followed in doing defined tasks and give feedback as they shade areas of low and high population density on a sketch map of Kenya, while learners with blindness are provided with a tactile sketch map indicating areas of low and high population density to explore in addition to verbal	How is population distribution useful in Kenya?

			<p>descriptions to locate areas of high and low population density and write them down.</p> <ul style="list-style-type: none"> • Learners are guided to take turns as they create a skit that depicts the impact of population distribution in Kenya. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners describe procedure followed in doing defined tasks and give feedback as they shade in pairs, areas of low and high population density on a sketch map of Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners take turns as they create a skit that depicts the impact of population distribution in Kenya. • Respect: Learners value ideas of others as they brainstorm areas of high and low population density in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion: Learners work together harmoniously as they take turns to create a skit that depicts the impact of population distribution in Kenya. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners apply language skills as they describe procedures followed in doing defined tasks and give feedback on areas of low and high population density on a sketch map of Kenya. 				

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People, Population and Social Organisations	2.3 African traditional education (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify methods of instruction used in African traditional education, b) explain the importance of African traditional education in promoting values, c) apply African traditional education in promoting values, d) appreciate the role of African traditional education in promoting values.	<ul style="list-style-type: none">• Learners are guided to brainstorm on the meaning of African traditional education.• Learners are guided to discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.• Learners with low vision are guided to watch video clips on aspects of African traditional education while learners with blindness listen to video clips and verbal descriptions on aspects of African traditional education.• Learners to engage a resource person on methods of instruction used in African traditional education.• Learners are guided to discuss the importance of African traditional education in promoting values.• Learners are guided to participate in the community activities	How does African traditional education promote values in our community?

			<p>that contribute to ethical and peaceful action and give a summary of aspects of African traditional education applied in the activities and share in class.</p> <ul style="list-style-type: none"> • Learners are guided to find out from parents or guardians the methods of instruction used in African traditional education and share in class. • Learners are guided to design visual or tactile posters in groups, on methods of instruction used in African Traditional Education. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners listen keenly and actively as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education. • Citizenship: Learners participate in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education and share the information in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learners enhance self-discipline as they engage with a resource person on methods of instruction used in African traditional education. • Unity: Learners develop turn taking in activities and conversation as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs. 				

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners enhance positive behaviour guided by values as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.
- Patriotism and good governance: Learners exhibit effective student leadership as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.

Links to other Learning Areas:

- Learners use speaking and listening skills as they discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles, and proverbs.

Suggested Learning Resources

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People, Population and Social Organisations	2.4 School administration (3 lessons))	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify the administrative leaders in a school, state duties of administrative leaders in a school, illustrate the administrative structure of the school, 	<ul style="list-style-type: none"> • Learners are guided to discuss administrative leaders in a school and share in class. • Learners are guided to discuss the order of administration in school. • Learners with low vision are guided to draw and display in class the administrative structure of the school, while learners 	What is the importance of having an administrative structure in school?

		<p>d) appreciate the work done by administrative leaders in school.</p>	<p>with blindness are guided to make a tactile diagram of administrative leaders in a school.</p> <ul style="list-style-type: none"> • Learners are guided to use digital devices with assistive technology, braille or print resources to find out duties of administrative leaders in school. • Learners are guided to work collaboratively as they share with parents or guardians the duties of school administrators. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: Learners work collaboratively as they share with parents or guardians the duties of school administrators. • Communication and collaboration: Learners contribute to group decision making as they discuss in groups the order of administration in school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Learners share resources as they think pair and share the administrative leaders in school. • Respect: Learners appreciate diverse opinions as they discuss in groups the order of administration in school. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship: Learners discuss in groups the order of administration in school. • Social cohesion: Learners share with parents or guardians the duties of school administrators. 				

Link to other subjects:

Learners use speaking and listening skills as they discuss in groups the order of administration in school.

Suggested Learning Resources

Resource persons, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of language groups in Kenya.	Learner explains 9 benefits of interdependence of language groups in Kenya.	Learner explains 6-8 benefits of interdependence of language groups in Kenya.	Learner explains 3 -5 benefits of interdependence of language groups in Kenya.	Learner explains 2 or less benefits of interdependence of language groups in Kenya.
Ability to identify methods of instruction used in African traditional education.	Learner identifies 5 methods of instruction used in African traditional education.	Learner identifies 4 methods of instruction used in African traditional education.	Learner identifies 3 methods of instruction used in African traditional education.	Learner identifies 2 or less methods of instruction used in African traditional education.

Ability to show areas of high and low population density in Kenya on a map.	Learner shows 7 areas of high and low population density in Kenya on a map.	Learner shows 5-6 areas of high and low population density in Kenya on a map.	Learner shows 3-4 areas of high and low population density in Kenya on a map.	Learner shows 2 or less areas of high and low population density in Kenya on a map.
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STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.1 Resources in Kenya (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify resources found in Kenya, b) explain in the benefits of using available resources prudently, c) illustrate ways in which available resources can be use sustainably, d) appreciate resources available in society.	<ul style="list-style-type: none"> In groups learners are guided to brainstorm on resources found in Kenya such as land, minerals, water and forests and use appropriate media. With peers, learners are guided to take a nature walk around the school locality to identify resources and share their findings in class. Learner with blindness are given verbal description on aspects that require use of sight during the nature walk. In groups learners are guided to brainstorm on the benefit of using resources prudently. 	How do we use resources in our country?

			<ul style="list-style-type: none"> • In groups or with a peer learners are guided to engage a resource person find out the benefits using resources prudently. within the school environment. • In groups learners are guided to search online or use accessible resources to find out ways in which available resources can be used sustainably. • In groups learners are guided to write articles with sensitization messages on prudent use of resources found in Kenya. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they take a nature walk around the school locality to identify resources and share. • Critical Thinking and Problem solving: Learners follow simple instructions to solve and seek help as the collect samples of resources found within the environment and display them in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Learners realise their sense of identity as they find out how resources are cared for within the locality. • Respect: Learners appreciate diverse opinions as they brainstorm in groups to identify resources found in Kenya. • Responsibility as learners engage a resource person to find out the benefits of using available resources prudently. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Critical Thinking: Learners build their critical thinking skills as they brainstorm to identify resources found in Kenya. • Environmental issues: Learners demonstrate care as they search online or use available print media on the ways in which available resources can be use sustainably. • Citizenship: Learners demonstrate patriotism as they care for trees and soil within the school environment. 				

Link to other learning areas:

Learners relate the concept of caring as they prudent use of available resources for conservation.

Suggested Learning Resources

Resource persons, maps, Tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.2 Mining in Kenya <i>-Soda ash</i> <i>-Diatomite</i> <i>-Limestone</i> <i>-Salt</i> <i>-Petroleum</i> (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify major minerals found in Kenya, b) examine importance of minerals in Kenya, c) use map of Kenya to locate major minerals in the map of Kenya, d) acknowledge the contribution of mining to the economy of Kenya.	<ul style="list-style-type: none"> • In groups learners are guided to brainstorm on minerals found in Kenya. • In groups learners are guided to use digital devices with assistive technology, braille or print resources to identify minerals found in Kenya. • In groups learners with low vision are guided to draw a map of Kenya and indicate major minerals while learners with blindness are provided with a tactile map indicating major minerals found in Kenya alongside verbal descriptions to identify major minerals and write them down. 	How do we benefit from the minerals found in our country?

			<ul style="list-style-type: none"> • Learner engages with a resource person to discuss the importance of minerals in society. • In groups learners are guided to create posters on contribution of mining to the economy of Kenya. • In groups or with a peer, learners are guided to visit a mining site/quarry in the locality to find out the importance of mining in our country and write a report, learners with blindness be paired with their sighted peers and given verbal descriptions of aspects that require use of sight during the activity. • In groups learners generate new ideas as they create posters on the importance of mining in Kenya. 	
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Core Competencies to be developed:

- Creativity and Imagination: Learners undertake tasks to generate new ideas as they create posters on the importance of mining in Kenya.
- Communication and Collaboration: Learners listen keenly and actively as they brainstorm on the minerals found in Kenya (*Soda ash, Diatomite, limestone, Salt, petroleum*).
- Learning to Learn: Learners engage with a resource person to discuss the importance of minerals in society

Values:

- Patriotism: Learners exhibit respect for fellow citizens as they discuss in groups, problems facing mining in Kenya and present in class.
- Love: Learners avoid inflicting emotional pain on others as they in pairs create posters on the importance of mining in Kenya.

Pertinent and Contemporary Issues (PCIs):

Creative Thinking: Learners create posters on the importance of mining in Kenya.

Link to other subjects

Learners develop creative skills as they create posters on the importance of mining in Kenya.

Suggested Learning Resources

Resource persons, maps, Tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.3 Fishing in Kenya <i>-Lake Victoria</i> <i>-Lake Turkana</i> <i>-Lake Naivasha</i> <i>-River Tana and River Athi</i> (5 lessons)	By the end of the sub strand the learner should be able to: a) identify the main inland fishing grounds in Kenya, b) locate the main inland fishing grounds in Kenya, c) explain the contribution of fishing to the economy of Kenya, d) recognize fishing as an economic activity.	<ul style="list-style-type: none"> • In groups learners are guided to brainstorm on the main inland fishing grounds in Kenya using digital resources with assistive technology, braille or print media, • With peers, learners with low vision are guided to draw a map of Kenya showing the main inland fishing grounds, while learners with blindness are given verbal description of pictures of main inland fishing grounds. • In groups learners show concerted effort to details as they discuss the contribution of fishing to the economy of Kenya and report in class. • With peers learners find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary. • In groups or with a peer learners engage with a resource person to discuss the 	Why is fishing important in our country?

			<p>contribution of fishing to the economy of Kenya.</p> <ul style="list-style-type: none"> • In groups, learners demonstrate creativity as they develop posters on the importance of fishing in Kenya and share. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self-Efficacy: Learners show concerted effort to details as they discuss in groups methods of inland fishing in Kenya and report in class. • Citizenship: Learners demonstrate creativity as they develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners take turns in activities as they illustrate in groups fishing methods used in Kenya display in class and do a gallery walk to appreciate each other's work. • Respect: Learners show positive regard for self and others as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Creativity: Learners draw a map of Kenya showing the main inland fishing grounds. 				
<p>Link to other subjects: Learners develop Agricultural and Nutrition skills as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary.</p>				

Suggested Learning Resources

Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources and Economic Activities	3.4 Wildlife and Tourism in Kenya <i>-Wildlife</i> <i>-Historical Sites</i> <i>-Natural Sceneries</i> (5 lessons)	By the end of the Sub Strand the learner should be able to: a) identify the main tourist attractions in Kenya, b) locate the main game reserves and national parks in Kenya, c) explain contributions of wildlife and tourism to the economy, d) acknowledge the contribution of wildlife and tourism to the economy of Kenya.	<ul style="list-style-type: none"> • In groups learners discuss and share on who a tourist is. • In groups learners are guided to use digital devices with assistive technology, braille or print resources to identify tourist attractions in Kenya using appropriate media. • Learners speak clearly and effectively as they brainstorm on main tourist attractions in Kenya. • In groups learners brainstorm on the difference between a game reserve and a national park, 	Why is wildlife important?

			<ul style="list-style-type: none"> • With peers, learners with low vision are guided to draw a map of Kenya and show the main game reserves and national parks (<i>Nairobi National Park, Tsavo National Park, Amboseli National Park, Maasai Mara Game reserve, and Kakamega National Forest Game Reserve</i>), while learners with blindness are provided with a tactile map of game reserves and national parks alongside verbal descriptions to locate and write them down. • In groups learners discuss the contributions of wildlife and tourism to the economy and do a presentation in class. • With peers, learners speak clearly and effectively as they brainstorm and list down the contribution of tourism to the economy of Kenya. • In groups learners display team spirit as they debate on the contribution of tourism to 	
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			<p>the economy of Kenya.</p> <ul style="list-style-type: none"> • In groups learners write an essay on the contribution of tourism to the economy of Kenya. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learners share what they have learnt as they write an essay on the contribution of tourism to the economy of Kenya. • Communication and Collaboration: Learners speak clearly and effectively as they brainstorm on main tourist attractions in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners display team spirit as they debate on the contribution of tourism to the economy of Kenya. • Responsibility: Learners engage in tasks as they write an essay on the contribution of tourism to the economy of Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social Cohesion: Learners work together as they write essays on the contribution of tourism to the economy of Kenya.</p>				
<p>Link to other subjects</p> <p>Learners develop writing skills as they write an essay on the contribution of tourism to the economy of Kenya.</p>				
<p>Suggested Learning Resources</p> <p>Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens, approved text books and other printed resources or braille resources.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.5 Development of Transport (5 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the main forms of early transport to facilitate movement of goods and services, b) identify modern forms of transport in Kenya, c) explore ways of maintaining road safety in society, d) apply safety precautions in using means of transport, e) appreciate the role of modern forms of transport in national development. 	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm the meaning of transport. ● With peers, learners are guided to use digital devices with assistive technology, braille or print resources to find out the main early forms of transport (<i>Human portorage, pack animals, logging/Log Boats and rafts</i>) and share in class. ● Learner is guided to sketch the early forms of transport and present in class, ● In groups learners are guided to share modern forms of transport in Kenya. ● Learner is guided to use digital devices with assistive technology, braille or print resources identify modern forms of transport in Kenya. ● With peers, learner is 	Why is transport important in development?

			<p>guided to write down modern forms of transport identified and share in class.</p> <ul style="list-style-type: none"> ● In groups learners with low vision are guided to exchange new ideas as they draw the road signs in Kenya and display them in class, while learners with blindness are given verbal description of pictures of road signs in Kenya. ● With peers, learners find out ways of observing road safety in Kenya using digital devices with assistive technology, braille or print resources and write a report, ● In groups, learners role play how to observe traffic rules while using the road. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-Efficacy: Learners develop self-confidence as they use digital or print resources to find out the main early forms of transport and share in class. ● Creativity and Imagination: Learners exchange new ideas as they draw the road signs in Kenya and display them in class. 				

Values:

- Unity: Learners display team spirit as they role play how to observe traffic rules while using the road.
- Peace: Learners demonstrate love for their own community as they exchange new ideas, draw the road signs in Kenya and display them in class.

Pertinent and Contemporary Issues (PCIs):

- Nationalism: Learners display national pride, find out ways of observing road safety in Kenya using digital or print resources and write a report.
- Child road safety: Learners work harmoniously as they role play how to observe traffic rules while using the road.

Link to other subjects

Learners develop acting skills as they role play how to observe traffic rules while using the road.

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.0 Resources and Economic Activities</p>	<p>3.6 Development of Communication</p> <p><i>Traditional forms:</i> -Ululations -Drumming -Fire and smoke signals</p> <p><i>Modern forms</i> -Mobile phones -Television -Radio -Newspapers</p> <p>(5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) outline the main early forms of communication to facilitate social interactions,</p> <p>b) explore modern means of communication in Kenya,</p> <p>c) Illustrate the modern means of communication used in their community,</p> <p>d) recognize the role of modern means of communication in Kenya.</p>	<ul style="list-style-type: none"> • In groups, learners are guided to portray responsible online behaviour as they use digital devices with assistive technology, braille or print resources to find out the main early forms of communication <i>and</i> share in class. • The learner is guided to sketch the early forms of communication and present in class. • In groups learners are guided to speak clearly as they discuss, modern means of communication (<i>mobile Phones, internet, television, radio and newspapers</i>) using appropriate media. • With peers, learners are guided to Collaborate with others as they discuss modern means of communication in Kenya 	<p>Why is communication important?</p>

			<p>using digital resources with assistive technology, braille or print media.</p> <ul style="list-style-type: none"> • In groups, learners are guided to draw or model different modern means of communication and display in class. • The learner is guided to undertake group activities as they role-play use of various modern means of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Learners undertake group activities as they role-play the use of various modern means of communication. • Creativity and Imagination: Learners undertake group activities as they role-play use of various modern means of communication. 				
<p>Values: Unity: Learners collaborate with others as they discuss modern means of communication in Kenya.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Internet Safety: Learners portray responsible online behaviour as they use digital or print resources to find out the main early forms and share in class.</p>				
<p>Link to other subjects: Learner relates the concept of use of technology as they discuss modern means of communication.</p>				

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify resources found in Kenya.	Learner identifies 9 resources found in Kenya.	Learner identifies 6-8 resources found in Kenya.	Learner identifies 3- 5 resources found in Kenya.	Learner identifies 2, 1 or none of the resources found in Kenya.
Ability to examine the importance of minerals in Kenya	Learner examines 8 importance of minerals in Kenya.	Learner examines 5-7 the importance of minerals in Kenya.	Learner examines 2-4 importance of minerals in Kenya.	Learner examines 1 or none of the importance of minerals in Kenya.
Ability to explain the contribution of fishing to the economy of Kenya.	Learner explains 8 contributions of fishing to the economy of Kenya.	Learner explains 6- 7 contributions of fishing to the economy of Kenya.	Learner explains 4-5 contributions of fishing to the economy of Kenya.	Learner explains 3 or less contributions of fishing to the economy of Kenya.
Ability to explore ways of maintaining road safety in society.	Learner explores 5 ways of maintaining road safety in society.	Learner explores 4 ways of maintaining road safety in society.	Learner explores 3 ways of maintaining road safety.	Learner explores 2 or less ways of maintaining road safety.

Ability to outline the main early forms of communication to facilitate social interactions.	Learner outlines 5 main early forms of communication to facilitate social interactions.	Learner outlines 4 main early forms of communication to facilitate social interactions.	Learner outlines 3 main early forms of communication to facilitate social interactions.	Learner outlines 2 or less main early forms of communication to facilitate social interactions.
Ability to locate the main inland fishing grounds in Kenya.	Learner locates 5 main inland fishing grounds in Kenya.	Learner locates 4 inland fishing grounds in Kenya.	Learner locates 3 inland fishing grounds in Kenya.	Learner locates 2 or less inland fishing grounds in Kenya.
Ability to locate game reserves and national parks in Kenya.	Learner locates 5 main game reserves and national parks in Kenya.	Learner locates 4 main game reserves and national parks in Kenya.	Learner locates 3 main game reserves and national parks in Kenya.	Learner locates 2 or less main game reserves and national parks in Kenya.
Ability to illustrate and apply safety precautions in using means of transport.	Learner illustrates and applies 5 safety precautions in using means of transport.	Learner illustrates and applies 4 safety precautions in using means of transport.	Learner illustrates and applies 3 safety precautions in using means of transport.	Learner illustrates and applies 2 or less safety precautions in using means of transport.
Ability to illustrate the modern means of communication used in their community.	Learner illustrates 5 modern means of communication used in their community.	Learner illustrates 4 modern means of communication used in their community.	Learner illustrates 3 modern means of communication used in their community.	Learner illustrates 2 or less modern means of communication used in their community.

STRAND 4: POLITICAL SYSTEMS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Political Systems	4.1 Traditional Leaders in Kenya <i>-Kivoi wa Mwendwa</i> <i>-Mekatilili wa Menza</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the leadership qualities of the selected traditional leaders in Kenya, b) illustrate the contributions of selected traditional leaders in the Kenya, c) recognize the role of traditional leaders in the community. 	<ul style="list-style-type: none"> • In groups, learners are guided to listen keenly and actively and show understanding of other people’s perspective as they brainstorm leadership qualities of the selected traditional leaders in Kenya. • With peers, learners with low vision are guided to observe pictures while learners with blindness to listen to picture descriptions of selected traditional leaders in Kenya using appropriate media. • In groups learners are guided to develop self-discipline as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya. • The learner is guided Illustrate the contributions of selected traditional leaders in Kenya using charts and display in class. 	Why are traditional leaders important in the community?

			<ul style="list-style-type: none"> • In groups learners are guided to collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya, while learners with blindness are provided with a tactile map of game reserves and national parks alongside verbal descriptions to locate and write them down. • With peers, learners are guided to draw and colour or model and display in class pictures of selected traditional leaders. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners listen keenly and actively and show understanding of other people’s perspective as they brainstorm, in pairs on who is a traditional leader. • Learning to learn: Learners develop self-discipline as they work collaboratively as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners enhance cooperation as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya. • Patriotism: Learners show dedication as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship Education: Learners develop ethnic and racial relationships as they observe pictures of selected traditional leaders in Kenya using appropriate media. 				

- **Social Cohesion:** Learners understand the ethnic diversity of traditional leaders in Kenya as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays in class.

Links to other learning areas: -

- Learners use speaking and listening skills as they brainstorm in groups or in pairs leadership qualities of the selected traditional leaders in Kenya.
- Learners use drawing or modelling skills as they draw, model or colour and display in class pictures of selected traditional leaders.

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 Political Systems</p>	<p>4.2 Early forms of Government in Kenya</p> <p>-Maasai -Ameru</p> <p>(5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe early forms of government among selected communities in Kenya,</p> <p>b) compare early forms of government of the Maasai and Ameru,</p> <p>c) apply best practices from the early forms of government among selected communities in Kenya to modern governance,</p>	<ul style="list-style-type: none"> • In groups, learners are guided to brainstorm on forms of leadership in their community and share in class. • In groups learners are guided to communicate effectively in digital media and space as they use digital or print resources to describe early forms of government. • The learner is guided to find out from the library or relevant sources the early forms of 	<p>How were communities ruled in the past?</p>

		<p>d) appreciate the importance of early forms of governance in Kenya.</p>	<p>government among the <i>Maasai</i> and <i>Ameru</i> and present their findings in class.</p> <ul style="list-style-type: none"> • With peers, learners are guided develop a chart to illustrate the differences and similarities in early forms of government among the <i>Maasai</i> and the <i>Ameru</i>. • In groups, learners show originality as they create a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i>, • Learner is guided to roleplay early forms of government among the Maasai or the Ameru. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy: Learners communicate effectively in digital media and space as they use appropriate media to describe early forms of government. • Creativity and Imagination: Learners show originality as they create a simple journal on what they have learnt about early forms of government. 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility: Learners engage in assigned roles and duties as they create a simple journal on what they have learnt about early forms of government. • Respect: Learners appreciate diverse opinion as they brainstorm in pairs on forms of leadership in their community and share in class. 				

Pertinent and Contemporary Issues

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

Links to other Learning Areas

- Learners use acting skills as they role play early forms of government among the Maasai or the Ameru.
- Learners use speaking and listening skills as they brainstorm on forms of leadership in their community and share in class.

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Political Systems	4.3 Citizenship in Kenya (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> state how one becomes a citizen in Kenya, explain the requirements for dual citizenship in Kenya, demonstrate good citizenship for personal and social wellbeing, appreciate being a good citizen in the community. 	<ul style="list-style-type: none"> In groups, learners discuss ways of becoming a Kenyan citizen. Learners are guided to use digital resources with assistive technology to find out ways of becoming a Kenyan citizen and share in class. In groups, learners to debate on dual citizenship in Kenya. With peers, learners are guided to develop communication messages on good citizenship in our country. In groups, learners are guided to write an essay on what may happen if one lost Kenyan citizenship. Learner is guided to create and recite poems on Kenyan citizenship. In groups, learners develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school. 	How can we promote responsible citizenship?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: Learners practice self-drive as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class. Citizenship: Learners develop intergroup communication skills for promotion of peaceful coexistence as they develop communication 				

messages on good citizenship and share with others in school.

Values

- **Social Justice:** Learners enhance democracy as they create and recite poems on Kenyan citizenship.
- **Integrity:** Learners display self-discipline as they write an essay on what may happen if one lost Kenyan citizenship.

Pertinent and Contemporary Issues (PCIs):

- **Safety and Security:** Learners enhance patriotism as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- **Peace Education:** Learners acknowledge self and others as Sing songs on good Kenyan Citizenship.

Links to other learning area

- Learners develop singing skills as they sing songs on good Kenyan Citizenship.

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Political Systems	4.4 National Government - <i>The Executive,</i> - <i>The Legislature</i> - <i>The Judiciary</i> (3 lessons)	By the end of the sub strand the learner should be able to: a) describe the three arms of the National Government in Kenya, b) illustrate the three arms of National Government in Kenya, c) desire to participate in national governance in the country.	<ul style="list-style-type: none"> • In groups learners are guided to appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class. • With peers, learners are guided to appreciate effort of others as they discuss the three arms of government using appropriate media and list them down. • The learner is guided to engage effectively with others as they find out the three arms of government in Kenya using relevant sources, • In groups, learners are guided to undertake tasks as they illustrate the three arms of the National Government in Kenya and display them in class. 	How does the government work?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners engage effectively with others as they find out the three arms of government in Kenya using relevant sources. • Creativity and Imagination: Learners undertake tasks as they illustrate and display in class the composition of the three arms of National Government in Kenya. 				

Values:

- Responsibility: Learners engage in assigned roles and duties as they find out the three arms of government in Kenya using relevant sources.
- Unity: Learners appreciate the effort of others as they discuss the three arms of government using appropriate media and list them down.

Pertinent and contemporary Issues:

- Patriotism and good governance: Learners enhance good governance at all levels as they illustrate and display in class the three arms of the National Government in Kenya.
- Peace Education: Learners appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class (*The Executive, The Legislature and The Judiciary*).

Links to other learning areas: -

Learners develop creative skills as they undertake tasks to illustrate the three arms of the National Government in Kenya and display them in class.

Suggested Learning Resources:

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Suggested Assessment Rubric

Level Indicator		Meeting Expectations	Approaching Expectations	Below Expectations
Ability to illustrate contributions of selected traditional leaders in the Kenya,	Illustrates all the contributions of selected traditional leaders in the Kenya in detail	Illustrates contributions of selected traditional leaders in the Kenya, giving most of the details	illustrates contributions of selected traditional leaders in the Kenya with minor omissions	illustrate contributions of selected traditional leaders in the Kenya leaving out most details
Ability to compare early forms of Government of the <i>Ameru</i> and the <i>Maasai</i> .	Learner gives 5 comparisons of early forms of government of the <i>Ameru</i> and the <i>Maasai</i> .	Learner gives 4 comparisons of early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> .	Learner gives 3 comparisons of early forms of government of the <i>Ameru</i> and the <i>Maasai</i> .	Learner gives 2 or less comparisons of early forms of government of the <i>Ameru</i> and the <i>Maasai</i> .
Ability to explain the requirements for dual citizenship in Kenya.	Learner explains 5 requirements for dual citizenship in Kenya.	Learner explains 4 requirements for dual citizenship in Kenya.	Learner explains 3 requirements for dual citizenship in Kenya.	Learner explains 2 or less requirements for dual citizenship in Kenya.
Ability to explain the importance of human rights in society.	Learner explains 8 importance of human rights in society.	Learner explains 5-7 the importance of human rights in society.	Learner explains 3-5 importance of human rights in society.	Learner explains 2 or less importance of human rights in society.
Ability to identify types of democracy in Kenya.	Learner identifies 4 types of democracy in Kenya.	Learner identifies 3 types of democracy in Kenya.	Learner identifies 2 types of democracy in Kenya.	Learner identifies 1 or none of the types of democracy in Kenya.

STRAND 5.0: GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.0 Governance</p>	<p>5.1 National Unity in Kenya <i>-National Symbols</i> <i>-National Days</i> <i>-National languages</i> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify national symbols in Kenya, explain factors which promote national unity in Kenya, illustrate ways of overcoming challenges of national unity, develop national awareness to enhance social cohesion among diverse communities, embrace a sense of nationhood and patriotism for harmonious living. 	<ul style="list-style-type: none"> With peers, learners are guided to brainstorm on national symbols in Kenya. (<i>The Coat of arms, the national flag, the national anthem and the Public Seal</i>) and share in class. In groups, learners are guided to use appropriate media to identify the national symbols in Kenya and share with others in class. In groups, learners with low vision are guided to undertake tasks that encourage artistic expression of ideas as they draw and colour the national symbols in Kenya using the locally available materials. (<i>The Coat of arms. The national flag and the Public Seal</i>), while learners with blindness are provided with models of the national symbols alongside verbal descriptions to explore and write down the features. 	<p>How can we promote National unity in our country?</p>

			<ul style="list-style-type: none"> • With peers, learners are guided to develop national awareness to enhance connections between themselves and the larger community for social cohesion as they write down and sing the three stanzas of the National anthem of Kenya. • In groups learners use appropriate media to establish factors which promote national unity in Kenya. • With peers, learners are guided to engage a resource person to talk about ways of overcoming challenges of national unity. • In groups, learners are guided to role play national awareness to enhance social cohesion among diverse communities. • Learners are guided to write down and sing the three stanzas of the National anthem of Kenya as sign of national awareness. • Learners are guided to find out from parents/ guardians or elders about the National days in Kenya, 	
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			<ul style="list-style-type: none"> Learners are guided to write a report about National days in Kenya and share in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship: Learners understand the impact of a person's rights and responsibilities in society as they brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>). Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they draw and colour the national symbols in Kenya using the locally available materials. (<i>The Coat of arms. The national flag and the Public Seal</i>). 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: learners love their own country as they Sing and write down in groups, the three stanzas of the National anthem of Kenya. Unity: Learners display team spirit as think pair and share national symbols in Kenya. (<i>The Coat of arms. The national flag, the national anthem and the Public Seal</i>). 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> Human Rights and Responsibilities: Learners enhance cohesiveness as they brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>). Patriotism and Good Governance: Learners demonstrate patriotism as they sing and write down in groups, the three stanzas of the National anthem of Kenya. 				
<p>Links to other learning area:</p> <ul style="list-style-type: none"> Learners use creative skills to sing and write down in the three stanzas of the National anthem of Kenya. Learners use creative writing skills to write a report about national days in Kenya and share in class. 				
<p>Suggested Learning Resources Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Learning Key Inquiry Question(s)
<p>5.0 Governance</p>	<p>5.2 Human Rights (2 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 basic human rights in Kenya, b) explain the importance of human rights in society, c) create awareness on the importance of respecting human rights in society, d) apply assertiveness to protect human rights in society, e) appreciate the importance of respecting human rights in society. 	<ul style="list-style-type: none"> • In groups learners are guided to brainstorm on the meaning of Human Rights and share in class. • Learners are guided to undertake tasks that will enable them to come up with new ideas as they identify the basic human rights in Kenya using appropriate media and share in class. • With peers, learners are guided to discuss the importance of human rights in society and present class presentations. • Learners are guided to develop visual or tactile posters to create awareness on the importance of respecting human rights in society. • In groups, learners are guided to act a skit on how to apply assertiveness in protecting human rights. • Learners are guided to develop motivation to learn as they 	<p>Why is it important to respect human rights?</p>

			<p>engage with a resource person on the importance of human rights and write a report.</p> <ul style="list-style-type: none"> • In groups learners are guided to recite poems and sing songs on importance of human rights in society. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learners undertake tasks that will enable them to come up with new ideas they identify the basic human rights in Kenya using appropriate media and share in class. • Learning to learn: Learners develop motivation to learn as they engage with a resource person on the importance of human rights and write a report. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners respect other people’s opinion as they discuss in groups the importance of human rights in society and do class presentations. • Respect: Learners value human dignity as they recite poems and sing songs on importance of human rights in society. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Human Rights and Responsibilities: Learners enhance understanding of children’s rights as they recite poems and sing songs on importance of human rights in society. • Social Cohesion: Learners care for one another as they develop posters to create awareness on the importance of respecting human rights in society. 				
<p>Links to other learning area:</p> <ul style="list-style-type: none"> • Learners use creativity skills to develop posters to create awareness on the importance of respecting human rights in society. • Learners use speaking and listening skills to discuss in groups the importance of human rights in society and do class presentations. 				

Suggested Learning Resources

Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Governance	5.3 Democracy in Society <i>-Direct</i> <i>-Indirect</i> (2 lessons)	By the end of the sub strand the learner should be able to: a) identify types of democracy in Kenya, b) explain benefits of democracy in society, c) practice democracy in governance in the in community, d) desire to promote democracy in society.	<ul style="list-style-type: none">• In groups learners are guided to brainstorm the meaning of democracy.• Learners are guided to use digital devices with assistive technology, braille or print materials to find out types of democracy in Kenya using appropriate media and write short notes (<i>Direct and in direct Democracy</i>).• In groups learners are guided to develop relations as they discuss and list the benefits of democracy in society.• With peers, learners are guided to identify themselves as they engage with a resource person discuss on the benefits of democracy in society.	How can we practice democracy in our society?

			<ul style="list-style-type: none"> • In groups learners are guided to use the digital devices with assistive technology safely and ethically in a networked environment as they discuss with a resource person about the benefits of democracy in society. • With peers, learners are guided to develop visual or tactile posters on benefits of democracy in society, display in class and share. • In groups learners are guided to recite poems /sing songs on the importance of democracy in society. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Learners use the digital devices with assistive technology safely and ethically in a networked environment as they find out more about benefits of democracy in society using digital resources with assistive technology/appropriate media. • Learning to learn: Learners develop relations as they discuss and list the benefits of democracy in society. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners understand and appreciate others as they brainstorm on the meaning of democracy. • Responsibility: Learners offers leadership and guidance to others as they discuss and list the benefits of democracy in society. 				

Pertinent and contemporary Issues:

- Peace Education: Learners contribute to peace building as they recite poems /sing songs on the importance of democracy in society.
- Human rights and Responsibilities: Learners identify themselves as they engage with a resource person discuss on the benefits of democracy in society.

Links to other learning area:

- Learners develop narration skills as they recite poems /sing songs on the importance of democracy in society.

Suggested Learning Resources

- Resource person, maps, tactile maps, digital resources with assistive technology, charts, tactile charts, marker pens, approved text books and other printed resources or braille resources.

Suggested Assessment Rubric

Level Indicator		Meeting Expectations	Approaching Expectations	Below Expectations
Ability to illustrate ways of overcoming challenges of national unity.	Illustrates 5 ways of overcoming challenges of national unity.	Illustrates 4 ways of overcoming challenges of national unity.	Illustrates 3 ways of overcoming challenges of national unity.	Illustrates 2 or less ways of overcoming challenges of national unity.
Ability to draw national symbols using locally available materials.	Learner draws 5 national symbols using locally available materials.	Learner draws 4 national symbols using locally available materials.	Learner draws 3 national symbols using locally available materials.	Learner draws 2 or less national symbols using locally available materials.
Ability to explain benefits of democracy in society.	Learner explains 5 benefits of democracy in society.	Learner explains 4 benefits of democracy in society.	Learner explains 3 benefits of democracy in society.	Learner explains 2 or less benefits of democracy in society.

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

Strand	Sub Strand	Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Natural and Historic Built Environments	1.0 Elements of a Map	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Resource persons ● Maps ● Digital resources with assistive technology. ● Charts, marker pens ● Approved text books and other printed resources or braille resources. 	visit/virtual visit to a nearby historic built environment/library/cultural center and share experiences
	1.2. Location, position and size of Kenya	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Maps ● Digital resources with assistive technology. ● Charts, marker pens ● Approved text books and other printed resources or braille resources. 	
	1.3 Main Physical Features in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology. ● Charts, marker pens ● Approved text books and other printed resources 	Caring for physical features

	1.4 Weather and Climate (6 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology. ● Charts, marker pens ● Approved text books and other printed resources 	Finding out from parents/guardians on the effects of extreme weather conditions.
	1.5 The Built Environments (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Maps ● Approved text books and other printed resources 	Physical visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences
2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS	2.1 Language Groups in Kenya (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Maps ● Approved text books and other printed resources 	Engaging a resource person to find out the benefits of interdependence of language groups in Kenya,
	2.2 Population Distribution in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Approved text books and other printed resources 	Creating skits that depicts the impact of population distribution in Kenya.

	2.3 Culture and Social Organisation of the African Traditional Education (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Approved text books and other printed resources 	Participating in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education
	2.4 School Administration (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Working collaboratively as they share with parents or guardians the duties of school administrators.
3.0 RESOURCES AND ECONOMIC ACTIVITIES	3.1 Resources in Kenya (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Writing a poem on prudent use of resources found in Kenya.
	3.2 Mining in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Visiting a mining site/quarry in the locality to find out the importance of mining in our country
	3.3 Fishing in Kenya (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Engaging with a fisherman to discuss the contribution of fishing to the economy of Kenya,

	3.4 Wildlife and Tourism in Kenya (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Writing an essay on the contribution of tourism to the economy of Kenya.
	3.5 Development of Transport (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Role play how to observe traffic rules while using the road.
	3.6 Development of Communication	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	
4.0 POLITICAL SYSTEMS AND GOVERNANCE	4.1 Traditional Leaders in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources ● Approved text books and other printed resources 	Collect and display portraits/ pictures of the selected traditional leaders in Kenya.
	4.2 Early forms of Government in Kenya (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology. ● Approved text books and other printed 	Creating a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i> .

			resources	
	4.3 Citizenship in Kenya	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Approved text books and other printed resources. 	Creating and recite poems on Kenyan citizenship,
	4.4 National Government (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Approved text books and other printed resources 	Illustrating the three arms of the National Government in Kenya and display them in class.
5.0 Governance	5.1 National Unity in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Approved text books and other printed resources. 	Writing down and sing the three stanzas of the National anthem. of Kenya
	5.2 Human Rights (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Approved text books and other printed resources 	Develop posters to create awareness on the importance of respecting human rights in society

	5.3 Democracy in Society (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology. ● Approved text books and other printed resources 	Engaging with a resource person discuss on the benefits of democracy in society.
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CSL GUIDELINES AT PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none">• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools.
2) Implementation CSL Activity	<ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)• Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.