



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 7

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First published in 2023

Revised 2024

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ISBN: 978-9914-43-789-8

Published and printed by Kenya Institute of Curriculum Development

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 seven curriculum designs for learners with visual impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION**

PREFACE

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

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

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

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

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

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

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

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

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

- 3) **Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4) **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5) **Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails
- 8) **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION FOR JUNIOR SCHOOL

S/ No.	Learning Area	Lesson
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	4
5.	Integrated Science for Learners with Visual Impairment	5
6.	Agriculture & Nutrition for Learners with Visual Impairment	4
7.	Social Studies for Learners with Visual Impairment	4
8.	Creative Arts and sports for Learners with Visual Impairment	5
9	Pre- technical Studies for learners with Visual Impairment	4
10.	Pastoral/ Religious Instruction Programme	1
	Total	41

LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

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

ESSENCE STATEMENT

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

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

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub Strand	Lessons
1.0	Social Studies Personal Development	1.1 Self-Exploration	6
		1.2 Social Entrepreneurial Opportunities	4
2.0	People and Relationships	2.1 Human Origin	4
		2.2 Early Civilisation	4
		2.3 Slavery and Servitude	4
		2.4 Developments in medium of Trade	4
		2.5 Diversity and interpersonal relationships	4
		2.6 Peaceful Coexistence	4
3.0	Community Service-Learning	3.1 Community Service-Learning Project	20
4.0	Natural and Historic Built Environments	4.1 Historical Information	4
		4.2 Historical Development of Agriculture	4
		4.3 Maps and map work	10
		4.4 Earth and the Solar System	5

		4.5 Weather	4
		4.6 Fieldwork	10
5.0	Political Development and Governance	5.1 Political Development in Africa	5
		5.2 The constitution of Kenya	5
		5.3 Human Rights	5
		5.4 African Diasporas	4
		5.5 Citizenship	4
Total Number of Lessons			120

STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal development	1.1 Self-Exploration <i>(6 lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explore personal abilities and interests for holistic development, b) develop personal values for a steady personality, c) manage emotions in day-to-day life, d) appreciate personal awareness in day-to-day life. 	<ul style="list-style-type: none"> ● Learners are guided to reflect and journal personal abilities and interests hence share with a friend in class. ● In groups, learners brainstorm how to use personal abilities and interests for holistic development and make presentation in class. ● Learners share personal values/principles that helps him/her pull through as steady person. ● Learners use print, braille or digital resources with assistive technology to search for how to develop personal principles and share in class. ● Learners search using digital devices with assistive technology or print media on how to manage emotions 	How can personal abilities and interests influence career choices?

			<p><i>(happiness, love, fear and anger) in day- to- day life,</i></p> <ul style="list-style-type: none"> ● In groups, learners share previous experiences on how they dealt with emotions, ● Learners with low vision watch relevant video clips or print media on effective management of the emotions in day-to-day life. Learners with blindness listen to audio-visual clips or braille media on effective management of emotions in day-to-day life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners reflect and journal personal abilities and interests hence share with a friend in class. ● Critical thinking and problem solving: Learners share previous experiences in groups how they dealt with emotions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners brainstorm how to use personal abilities and interests for holistic development and make presentation in class. ● Responsibility: Learners use print or digital resources with assistive technology to search for how to develop personal principles and share in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Decision making skills: Learners reflect and journal personal abilities and interests hence share with a friend in class.</p>				

Link to other subjects:

English/Kiswahili/KSL: Learners use speaking and listening skills to brainstorm personal abilities and interests for holistic development.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Personal development	1.2 Entrepreneurial Opportunities in Social Studies <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: a) identify entrepreneurial opportunities that closely match their personality, b) describe requirements for social entrepreneurial opportunities in world of work, c) appreciate entrepreneurial opportunities in social studies.	<ul style="list-style-type: none">● Learners use digital devices with assistive technology or print /braille media to search and classify entrepreneurial opportunities in social studies and make presentation in class.● In groups, learners create posters of common entrepreneurial opportunities in social studies and display in class.● Learners use digital devices with assistive technology or	<ol style="list-style-type: none">1. How do we define entrepreneurship?2. How do we identify entrepreneurial opportunities in the community?

			<p>print/braille media to find out personality requirements for any <i>five</i> social studies entrepreneurial opportunities in day -to-day life and make presentations in class.</p> <ul style="list-style-type: none"> ● Learners with low vision draw charts showing alignment of personal talents or abilities with different entrepreneurial opportunities in the country. Learners with blindness create tactile charts showing alignment of personal talents or abilities with different entrepreneurial opportunities in the country. ● Learners engage a relevant resource person to give a talk on entrepreneurial 	
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			opportunities versus personality types in day-to-day life.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and Imagination: Learners create posters of common entrepreneurial opportunities in social studies and display in class. ● Digital Literacy: Learners use digital resources with assistive technology or print/braille resources to explore entrepreneurial opportunities in Social Studies. 				
Values:				
<ul style="list-style-type: none"> ● Responsibility: Learners create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school. 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> ● Career exploration: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities. ● Decision making skills: Learners develop analytic and critical thinking skills as they use digital or print resources to explore entrepreneurial opportunities in Social Studies. 				
Link to other learning area:				
<ul style="list-style-type: none"> ● Pre-Technical Studies: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities. 				
Suggested Learning Resources:				
<ul style="list-style-type: none"> ● Resource persons, maps, digital resources with assistive technology, tactile maps, embossed charts, spur wheel, approved textbooks and other printed resources, approved braille textbooks and other braille resources. 				

Suggested Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore personal abilities and interests for self-improvement.	Explores 5 personal abilities and interests for self-improvement.	Explores 4 personal abilities and interests for self-improvement.	Explores 3 personal abilities and interests for self-improvement.	Explores 2 or less personal abilities and interests for self-improvement.
Ability to develop personal values for a steady personality.	Develops 5 personal values for a steady personality.	Develops 4 personal values for a steady personality.	Develops 3 personal values for a steady personality.	Develops 2 or less personal values for a steady personality.
Ability to identify entrepreneurial opportunities that closely match their personality.	Identifies 4 entrepreneurial opportunities that closely match their personality.	Identifies 3 entrepreneurial opportunities that closely match their personality.	Identifies 2 entrepreneurial opportunities that closely match their personality.	Identifies 1 entrepreneurial opportunities that closely match their personality.

STRAND 2.0: PEOPLE AND RELATIONSHIPS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People, Population and Relationships	2.1 Human Origin <i>(4 lessons)</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explore traditional stories of human origin from African communities, b) explain the religious stories about the origin of humankind, c) formulate common aspects from traditional and religious stories of human origin for self-identity, d) acknowledge the various stories of human origin for self-identity. 	<ul style="list-style-type: none"> ● Learners are guided to engage a resource person to discuss the traditional and religious stories on human origin from their communities. ● In groups, learners are guided to compare the different stories on human origin from their communities and share in class. ● Learners are guided to write a collaborative essay on traditional and religious stories of human origin. ● In groups or with a peer, learners are guided to use 	How did human beings come to be?

			<p>print, braille or electronic media resources to research and present in class the religious stories about the origin of humankind.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to record traditional stories about the origin of humankind in society, ● In groups, learners are guided to discuss ways of recording traditional stories about the origin of humankind in society. 	
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Core Competencies to be developed:

- **Communication and Collaboration:** Learners develop writing and teamwork skills as they write collaborative essays on human origin from their communities and share in class.
- **Citizenship:** Learners acquire cultural identity skills as they engage a resource person to discuss the traditional and religious stories on human origin from their communities

Values:

- Responsibility: Learners engage in assigned roles and duties as they work in groups to compare different stories on human origin.
- Patriotism: Learners obey laws and regulation as they write a collaborative essay on traditional and religious stories of human origin.
- Respect: Learners appreciate diverse opinions as they engage a resource person to discuss the traditional and religious stories on human origin.

Pertinent and Contemporary Issues (PCIs):

- Self-Esteem: Learners use relevant print or braille and electronic media resources to research and present in class the religious stories about the origin of humankind.
- Social Cohesion: Learners work in groups to compare different stories on human origin.

Link to other subjects:

- English, Kiswahili, Kenyan Sign Language: Learners write a collaborative essay on traditional and religious stories of human origin
- Religious Education: Learners engage a resource person to discuss the traditional and religious stories on human origin.

Suggested Learning resources:

- Resource persons, maps, digital resources with assistive technology, tactile maps, embossed charts, spur wheel, approved textbooks and other printed or braille resources.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People, Population and Relationships	2.2 Early Civilization <i>(4 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) explore factors that led to the growth of the selected ancient Kingdoms in Africa, b) locate the selected ancient kingdoms on a map of Africa (learners with low vision), c) describe the selected ancient kingdoms on a map of	<ul style="list-style-type: none">• In groups or with a peer, learners are guided to brainstorm on factors that led to the growth of ancient Egypt, Great Zimbabwe, and the Kingdom of Congo.• Learners are guided to use print, braille or digital resources with assistive technology to search for a map of Africa showing the location of ancient	How has early African civilization influenced the world today?

		<p>Africa (learners with blindness),</p> <p>d) assess the contribution of early African civilization to the modern world,</p> <p>e) Recognize the contribution of early civilization to the development of the modern world.</p>	<p>Egypt, Great Zimbabwe, and the Kingdom of Congo.</p> <ul style="list-style-type: none"> ● With a peer or in group, learners are guided to watch or listen to an audio-visual documentary on the contribution of early African civilization to the modern world. ● Learners are guided to write an essay on the contribution of early civilization to the development of the modern world and present it in class. 	
Core Competencies to be developed:				

- **Communication and Collaboration:** Learners develop listening speaking skills as they brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo.
- **Citizenship:** Learners demonstrate tolerance, expressing and understanding different viewpoints as they write an essay on the contribution of early civilization to the development of modern world

Values:

- **Responsibility:** Learners cares for own property and those of others as they use appropriate digital devices to download the map of Africa showing location of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo
- **Respect:** Learners appreciates diverse opinions as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo.

Pertinent and Contemporary Issues (PCIs):

- **Self-esteem:** Learners write and present in class an essay on the contribution of early civilization to the development of the modern world.
- **Good Governance:** Learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo

Link to other Learning Areas:

- Pre- Technical and Business Studies: Learners use digital devices to download a map of Africa showing location of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo.
- KSL, English and Kiswahili: Learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Congo

Suggested Learning Resources:

- Digital resources with assistive technology, map of Africa, marker pens, approved textbooks and other printed or braille resources, embossed /tactile map of Africa, spur wheel.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>2.0 People, Population and Relationships</p>	<p>2.3 Slavery and Servitude (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 the various forms of slavery and servitude in traditional African society, explain factors which led to development of Indian ocean slave trade, sketch the geographical regions covered by Indian Ocean slave trade in Africa (for learners with low vision), describe regions covered by Indian Ocean slave trade in Africa (for learners with blindness), desire to promote human dignity for a just and peaceful world. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm on the meaning of slavery and servitude and share their findings in class. ● In groups, learners are guided to discuss various forms of slavery and servitude in traditional African society. ● Learners are guided to research on the organization of the Indian Ocean Slave trade. ● Learners with low vision are guided to draw the geographical regions covered by the Indian Ocean Slave trade in Africa and show in class while learners with 	<p>Why has slavery and servitude existed for thousands of years?</p>
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			<p>blindness are provided with tactile map showing geographical regions covered by the Indian Ocean Slave trade in Africa to study and write down the regions and present in class.</p> <ul style="list-style-type: none">● In groups learners are guided to debate on various social injustices committed on the Africans during Indian ocean slave trade in 15th century.● In groups or with a peer, learners are guided to develop slogans on ways of promoting human dignity for a just and peaceful world and share in class.	
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Core Competencies:

- Communication and Collaboration: Learners develop listening and speaking skills as they brainstorm in groups on meaning of slavery and servitude and share their findings in class
- Digital Literacy: Learners use digital learning platforms for continuous learning and development as they use appropriate digital devices to draw and show the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Values:

- Unity: Learners display team spirit as they work in groups to brainstorm on various forms of slavery and servitude in traditional African society.
- Respect: Learners appreciate diverse opinions as they debate in class on various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.
- Responsibility: Learner cares for own property and those of others as they use print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: learners' debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.
- Human Rights: Learner identify the various forms of slavery and servitude in traditional African society and locate areas where slaves were taken during Indian Ocean slave trade.
- Effective Communication: Learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.

Link to other learning Areas:

- English, Kiswahili and Kenyan Sign Language: Learners brainstorm on the forms of slavery and servitude.
- Pre -Technical and Business Studies: Learner uses digital devices to research on the organisation of Indian Ocean slave trade.

Suggested Learning Resources:

- Digital resources with assistive technology, flip charts/manila papers, maps, approved textbooks, embossed/tactile charts and embossed/tactile maps.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 People and Relationships	2.4 Developments in medium of trade <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) compare barter trade and the use of currency trade in Africa, b) trace the factors that led to introduction of money in Africa,	<ul style="list-style-type: none">• In groups, learners brainstorm on the meaning of barter trade.• In groups, learners discuss the comparison between barter trade and use of currency in Africa.• Learners use digital devices with assistive technology/print media to find out factors that led to introduction of money in Africa,	How has money transformed trade in Africa?

		<p>c) deduce the impact of introduction of money in Africa,</p> <p>d) appreciate medium of trade for sustainability.</p>	<ul style="list-style-type: none"> • In groups, learners brainstorm the impact of introduction of money in Africa, • Learners engage a resource person to give a talk on the impact of the introduction of money in Africa, • Learners are guided to role play barter trade and the use of currency trade in Africa and provide a critic. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners speak effectively and logically as they compare barter trade and use of currency in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners develop acceptance as they listen to each other as they brainstorm on the impact of the introduction of money in Africa, 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-awareness: Learners role play and barter trade and the use of currency. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Pre-Technical studies -learners apply knowledge gained from the impact introduction of currency in Africa. 				

Suggested Learning resources:

- Resource persons, maps, digital resources with assistive technology, tactile maps, embossed charts, spur wheel, approved textbooks and other printed or braille resources.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People, Population and Relationships	2.5 Diversity and interpersonal relationship <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: a) identify factors that determine human diversity in the society, b) explain interpersonal skills that enhance healthy interactions in a multicultural society, c) classify the desirable and undesirable personality attributes,	<ul style="list-style-type: none"> ● In groups, learners brainstorm on the meaning of human diversity. ● Learners use digital devices with assistive technology or print materials to search for factors that determine human diversity. ● In groups, learners debate and classify desirable and undesirable personality attributes. 	<ol style="list-style-type: none"> 1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

		<p>d) appreciate the importance of building healthy relationships in multicultural society.</p>	<ul style="list-style-type: none"> ● With a peer, learners role play in class the personality attributes to enhance self-awareness. ● Learners outline personality attributes to enhance self-awareness. ● Learners engage a resource person to discuss life skills that would promote healthy interactions in a multi-cultural society (<i>effective communication, negotiation skills, Assertiveness, empathy</i>). ● Learners are guided to research using appropriate print, library resources or 	
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			<p>digital devices with assistive technology on the components of human identity in a multi-cultural society.</p> <ul style="list-style-type: none"> ● With a peer or in groups, learners roleplay the importance of building healthy relationships in a multi - cultural society. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners develop effective communication skills as they the role play personality attributes to enhance self awareness. ● Communication and Collaboration: Learners develop listening and speaking effectively and logically as they debate and classify desirable and undesirable personal attributes. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they listen to each other during the brainstorm on the meaning of human diversity. 				

- Unity: Learners take turns in activities and conversation as they role play the unique personality attributes to enhance self-awareness.
- Integrity: Learners display honesty in their discussion with a resource person on life skills that promote healthy interactions in a multi-cultural society.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: Learners role play personality attributes for self awareness.

Link to other Learning Areas:

- English, Kiswahili and Kenyan Sign Language: Learners brainstorm on personal attributes which make them different from others.
- Creative Arts: Learners compose and recite poems which propagate respect and appreciation of diversity.

Suggested Learning resources:

- Resource persons, maps, digital resources with assistive technology, tactile maps, embossed charts, spur wheel, approved textbooks and other printed or braille resources.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>2.0 People, Population and Relationships</p>	<p>2.6 Peaceful Coexistence <i>(4 lessons)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline qualities of a peaceful person in the community, b) explore factors that promote peaceful co-existence, c) assess peaceful conflict resolution process in day-to-day life, d) value importance peaceful coexistence in the community in day-to-day life. 	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm on personality attributes which make individuals different from others. ● Learners are guided to write an essay on qualities of a peaceful person. ● Learners are guided to use digital devices with assistive technology, print or braille resources to find out peaceful conflict resolution process. ● In groups, learners are guided to role play on in peaceful conflict resolution process in day-to-day life, ● In groups or with a peer, learners are guided to compose and recite 	<ul style="list-style-type: none"> 1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?
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			peace poems on the importance peaceful co-existence in the community in day-to day life.	
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Core Competencies developed:

- Self-efficacy: Learners develops leadership and negotiation skills as they role play in class the unique personality attributes to enhance self-awareness
- Learning to learn: Learners work collaboratively as they share what they have learnt from community members, library resources, print or other relevant sources on different components of human identity.

Values:

- Respect: Learners display humility as they listen to each other as they brainstorm personality attributes which make individuals different from others.
- Unity: Learners collaborate with others as they role play in class the unique personality attributes to enhance self-awareness.

Pertinent and Contemporary Issues (PCIs):

- Self-esteem: Learners compose and recite poems which propagate a culture of respect among learners and present.
- Self-awareness: Learners role play in class the unique personality attributes to enhance self-awareness.
- Decision Making: Learners categorise personality attributes into desirable and undesirable

Link to other Learning Areas:

- English, Kiswahili and Kenyan Sign Language: Learners brainstorm on personal attributes which make them different from others.
- Creative Arts: Learners compose and recite poems which propagate respect and appreciation of diversity.

Suggested Learning resources:

- Resource persons, maps, digital resources with assistive technology, tactile maps, embossed charts, spur wheel, approved textbooks and other printed or braille resources.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Explore the traditional and religious stories on origin of humankind.	Explores 4 traditional and religious stories on origin of humankind.	Explores 3 traditional and religious stories on the origin of humankind.	Explores 2 traditional and religious stories on the origin of humankind.	Explores 1 traditional and religious story on origin of humankind.
Ability to assess the contribution of early African civilization to the modern world.	Assesses 7 contributions of early African civilization to the modern world.	Assesses 4-6 contribution of early African civilization to the modern world.	Assesses 2-3 contribution of early African civilization to the modern world.	Assesses 1 contribution of early African civilization to the modern world.
Ability to evaluate the impact of Indian ocean slave trade on Ability to traditional African society.	Evaluates 10 impacts of Indian ocean slave trade on traditional African society with comprehensive analysis	Evaluates 7-9 impacts of Indian ocean slave trade on traditional African society by identifying key factors that	Evaluates 4-6 impacts of Indian ocean slave trade on traditional African society but overlooks some key factors that	Evaluates 3 or less impact of Indian ocean slave trade on traditional African society with limited understanding of the key factors that influenced the impact.

	of key factors that influenced the impact.	influenced the impact.	influenced the impact.	
Ability to describe the socio-economic organisation of selected African communities up to 1900.	Describes the socio-economic organisation of 4 African communities up to 1900.	Describes the socio-economic organisation of 3 African communities up to 1900.	Describes the socio-economic organisation of 2 African communities up to 1900.	Describes the socio-economic organisation of 1 African community up to 1900.
Ability to explore the impact of the introduction of money in trade in Africa.	Explores 7 impacts of the introduction of money in trade in Africa.	Explores 5-6 impacts of the introduction of money in trade in Africa to give accurate reference.	Explores 3-4 impacts of the introduction of money in trade in Africa with limited explanation.	Explores 2 or less impact of the introduction of money in trade in Africa without explaining the significance
Ability to analyse the different components of human identity that promote inclusion in a multicultural society	Analyses 8 different components of human identity that promote inclusion in a multicultural society with extensive use of diverse sources.	Analyses 6-7 different components of human identity that promote inclusion in a multicultural society with	Analyses 3-5 different components of human identity that promote inclusion in a multicultural society.	Analyses 2 or less different components of human identity that promote inclusion in a multicultural society with assistance

		credible use of diverse sources.		
Ability to Examine peaceful and non-violent strategies for conflict resolution.	Examines 5 peaceful and non-violent strategies for conflict resolution.	Examines 4 peaceful and non-violent strategies for conflict resolution.	Examines 3 peaceful and non-violent strategies for conflict resolution.	Examines 2 or less peaceful and non-violent strategies for conflict resolution with assistance.

STRAND 3.0: COMMUNITY SERVICE LEARNING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.0 Community Service learning</p>	<p>3.1 Community Service Learning. (20 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of key terms in community service learning (CSL) and CSL projects, b) explain steps of a CSL project/activity, c) accomplish a CSL project, d) explain the importance of CSL in the community. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm on the meaning of the terms community, community services, community service learning (CSL), project (activities outside class), problem (gaps or opportunities), solution (remedy), plan of activity, implementation, written report of a project. ● In groups, learners are guided to discuss the steps involved in carrying out a CSL project: 	<p>How can community service learning contribute to community development?</p>

			<p>(i) identification and verification of a problem/gap/opportunity,</p> <p>(ii) planning to solve an identified problem,</p> <p>(iii) designing solution(s) to the problem,</p> <p>(iv) implementing the solution/filling the gap,</p> <p>(v) reflecting and reporting on the project/activity done.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to identify and brainstorm on problems/gaps in their context/community. ● With a peer or in groups, learners are guided to discuss, 	
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			<p>verify and adopt one problem for the class/groups project.</p> <ul style="list-style-type: none">● In groups or with a peer, learners are guided to propose and plan on way(s) of solving the problem.● Learners are guided to implement the solution of the problem in the community.● In groups or with a peer, learners are guided to write and report on the accomplished project,● With a peer or in groups, learners are guided to discuss CSL benefits for self and the community.	
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Core Competencies to be developed:

- Communication and collaboration: Learners develop skills of listening keenly and effectively as they discuss and brainstorm on types of projects and identification of relevant community problems.
- Critical Thinking and Problem Solving: Learners develop the skill of exploring complex problems as they identify projects that can be undertaken in the community
- Self-efficacy: Learners develop self-awareness skills as they consider the steps in a CSL project and propose ways in which they can present CSL findings

Values:

- Love: Learners respect others as they engage in a discussion on the benefits of CSL for self and community.
- Responsibility: Learners engage in assigned roles and duties as they implement the solution of the problem in the community

Link to other Subjects:

All subjects as they provide PCIs and undertake CSL activities.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Identify a Community Service Learning project in the local community.	Identifies 5 Community Service Learning projects in the local community.	Identifies 4 Community Service Learning projects in the local community.	Identifies 3 Community Service Learning projects in the local community.	Identifies 2 or less Community Service Learning projects in the local community.
Ability to explain steps of implementing Community Learning Service project.	Explains 5 steps of implementing the CSL project.	Explains 4 steps of implementing the CSL project.	Explains 3 steps of implementing the CSL project.	Explains 2 steps of implementing the CSL project with assistance

STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Natural and Historic Built Environments in Africa</p>	<p>4.1 Historical information (4 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various sources of historical information in the society, b) distinguish between primary and secondary sources of historical information, c) explore how various sources of historical information have been preserved over the years, 	<ul style="list-style-type: none"> ● Learners are guided to use print, braille or digital resources with assistive technology to identify sources of historical information in the society and share in class. ● In groups or with a peer, learners are guided to design visual or tactile posters on primary and secondary sources of historical information in the society and display in class, 	<ol style="list-style-type: none"> 1. How does the past shape the present and future? 2. How significant are sources of historical information in understanding past human accounts?

		<p>d) appreciate the significance of various sources of historical information in providing evidence of past human accounts.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss ways of preserving sources of historical information. ● In groups, learners are guided to debate on the significance of various sources of historical information in providing evidence of past human accounts. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners develop listening and speaking skills as they express themselves with clarity during debate on the significance of historical information. ● Digital Literacy: Learners interact with digital technology as they use digital devices with assistive technology to find out the sources of historical information using appropriate media. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners show dedication as they explore how the sources of historical information have been preserved. 				

- Responsibility: Learners portray self drive as they use appropriate print media or digital resources to find out sources of historical information.

Pertinent and Contemporary Issues (PCIs):

- Creative Thinking: Learners demonstrate creativity when creating posters on the sources of historical information and display them conveniently in class.
- Social Cohesion: Learners respect others views/feelings during the debate on the significance of historical sources of information in the society.

Link to other subjects:

- English /Kiswahili / Kenyan Sign Language: Learners discuss, in small groups, sources of historical information in the society and debate on the significance of historical sources of information in the society. Vetted digital resources , educational computer games(with assistive technology).
- Creative Arts: Learners design posters on primary and secondary sources of historical information in the society.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, museum, monuments and embossed/ tactile charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.2 Historical Development of Agriculture (4 lessons)	By the end of the Sub Strand the learner should be able to: a) locate areas where early agriculture was practiced in selected geographical regions in Africa, (for learners with low vision), b) describe areas where early agriculture was practiced in selected geographical regions in Africa	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to use digital resources with assistive technology and other sources to draw the map of Africa and show areas where early agriculture was practiced in selected geographical regions. (Rift Valley of Eastern Africa, Egypt and Nubia). Learners with blindness are provided with a tactile map alongside verbal description of areas where early agriculture was practiced and write them down. ● In groups, learners are guided to carry out research on animals kept and types of crops which were grown 	<ol style="list-style-type: none"> 1. Why did people start practicing agriculture in Africa? 2. How did Agriculture begin in Africa?

		<p>(for learners with blindness),</p> <p>c) explore crops grown and animals kept in selected regions during early agriculture,</p> <p>d) illustrate methods of irrigation used in ancient Egypt, (for learners with low vision),</p> <p>e) describe methods of irrigation used in ancient Egypt. (for learners with blindness),</p> <p>f) assess the contribution of the Nile valley agriculture to world civilization,</p> <p>g) value the importance of</p>	<p>during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to watch or listen to audio visual clips, view pictures or listen to picture descriptions of methods of irrigation used in ancient Egypt. ● Learners with low vision draw diagrams showing methods of irrigation which were used in ancient Egypt, while learners with blindness are provided with tactile diagrams of methods of irrigation used in ancient Egypt alongside verbal descriptions to explore. 	
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		<p>domestication of plants and animals in Africa.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss the contribution of the Nile valley agriculture to world civilization. ● In groups, learners are guided to collect/download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt. Learners with blindness to be guided by their sighted peers on issues that require the use of vision. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learners develop research/investigations skills as they carry out research on animals and crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region. ● Creativity and Imagination: Learners develop observation skills when collecting/downloading pictures and photographs on different animals and crops. 				

Values:

- Unity: Learners apply equity as they carry out research in groups on animals kept and types of crops which were grown during early agriculture.
- Patriotism: Learners develop citizenship as they discuss in groups the contribution of the Nile Valley agriculture to world civilization.

Pertinent and Contemporary Issues (PCIs)

- Social Cohesion: Learners develop harmonious coexistence when working in groups to classify crops grown and animals which were kept during early agriculture.
- Environmental Education and climate change: Learners develop willingness to take care of crops as they illustrate methods of irrigation which were used during early agriculture.

Link to other subjects:

- Agriculture: Learners carry out research on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region
- Creative Arts: Learners draw diagrams showing methods of irrigation which were used during early agriculture in Egypt.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, museum, monuments and embossed/ tactile charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Natural and Historic Built Environments in Africa	4.3 Maps and map work (10 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the position, shape and size of Africa, b) locate places and features on a map using latitudes and longitudes, c) calculate the time of different places in the world, d) appreciate the location of key features in the continent. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm the position, shape and size of Africa and share in class. ● In groups learners are guided to find out and write down the countries that make up Africa and display them in class. ● Learners with low vision draw an outline map of Africa Creatively and indicate the countries that make up Africa and display them in class, while learners with blindness are provided 	<ol style="list-style-type: none"> 1. How are maps used? 2. Why is time different in various locations?

			<p>with an outline tactile map of Africa indicating the countries making up Africa to explore, write down the countries and read out to the class.</p> <ul style="list-style-type: none">● Learners are guided to use print, braille or digital resources with assistive technology to establish the position and location of places and features on a map,● In groups or with a peer, learners are guided to calculate time of different places using longitudes,● With a peer or in groups, learners are guided to research on the three types of maps used in	
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			<p>Social Studies and make summary notes <i>(Topographical maps, Sketch maps and Atlas Maps),</i></p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to discuss in groups the three types of maps in social Studies. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners apply digital skill as they use digital devices with assistive technology to design and create new digital artifacts, content and materials to establish the position and location of places and features on a map. ● Creativity and Imagination: Learners network with peers as they undertake group activities and exchange new ideas that inspire creative thinking as they draw an outline map of Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners show diligence when researching the three types of maps used in Social Studies and make summary notes. 				

- Patriotism: Learners show loyalty as learners draw an outline map of Africa and indicate the countries that make up Africa.
- Unity: Learners demonstrate fairness as learners work in groups to brainstorm the position, shape and size of Africa.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners respect others views/feelings as they brainstorm in groups, the position, shape and size of Africa.
- Environmental Education and Climate Change: Learners show awareness of physical elements of earth as they use latitudes to locate the position of places and features on a map.

Link to other subjects:

- Pre -Technical and Business Studies: Learners use relevant print, media or digital devices to practice calculating time of different places using longitudes.
- Mathematics: Learners use longitudes to calculate time of different places in the world.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, approved textbooks and other printed or braille resources, museum, monuments and embossed/ tactile charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments in Africa	4.4 Earth and the Solar System (5 lessons)	By the end of the Sub-Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the origin, size, shape and position of the earth in the solar system, b) explore the size, shape and position of the earth in the solar system, c) examine the effects of rotation and revolution of the earth on human activities, 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to share stories on the origin of the earth from their communities. ● Learners are guided to use print, braille or digital resources with assistive technology to find out about the theories explaining the origin of the earth (<i>the passing star theory and the nebula theory</i>). ● In groups or with a peer, learners are guided to brainstorm the size, shape 	<ol style="list-style-type: none"> 1. How did the earth come into being? 2. Why is it important to understand the solar system?

		<p>d) illustrate the internal structure of the earth in the solar system, (for learners with low vision)</p> <p>e) describe the internal structure of the earth in the solar system (for learners with blindness.</p> <p>f) appreciate the effects of rotation and revolution of the earth on human activities.</p>	<p>and position of the earth in the solar system.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to carry out library research on effects of rotation and revolution of the earth on human activities, ● Learners with low vision draw the solar system and indicate the position of the earth as the home of humankind, while learners with blindness are provided with a tactile model of the solar system to study alongside verbal descriptions and describe the position of the earth. ● Learners with low vision draw the internal structure of the earth and display in 	
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			<p>class (<i>core, mantle and crust</i>). While learners with blindness are provided with a model of the internal structure of the earth to explore and identify the different layers of the earth. (<i>core, mantle and crust</i>)</p> <ul style="list-style-type: none">● In groups or with a peer, learners are guided to develop communication messages on the effects of rotation and revolution of the earth on human activities.	
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Core Competencies to be developed:

- Learning to Learn: Learners work collaboratively as they work in groups to carry out library research on effects of rotation and revolution of the earth on human activities.
- Self-Efficacy: Learners reflect on their past experiences as they model the solar system and show the position of the earth.

Values:

- Respect: Learners demonstrate humility as learners share stories on the origin of the earth.
- Patriotism: Learners demonstrate devotion as they draw the solar system and indicate the position of the earth as the home of humankind.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education and Climate Change: Learners develop interest on earth issues as they examine the effects of rotation and revolution of the earth on human activities.
- Social Cohesion: Learners respect others views/feelings as they share stories on the origin of the earth from their communities.

Link to other subjects:

- Integrated Science: Learners explain the origin, size, shape and position of the earth in the solar system.
- Pre- Technical and Business Studies: Learners use relevant print or digital resources to find out the theories explaining the origin of the earth.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, approved textbooks and other printed or braille resources, museum, monuments and embossed/ tactile charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.5. Weather (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the elements of weather in the environment, b) construct selected instruments for measuring elements of weather, c) examine the significance of weather to human environment, d) respond appropriately to different weather conditions in the environment. 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to use print, braille or digital devices with assistive technology to research the elements of weather in the environment and write a report. ● In groups, learners are guided to record and calculate weather conditions in the local environment (<i>temperature, rainfall</i>). ● In groups or with a peer, learners are guided to use locally available materials to construct selected instruments for measuring 	<ol style="list-style-type: none"> 1. Why are elements of weather in the environment important? 2. How can we predict change in weather conditions?

			<p>elements of weather (a <i>rain gauge/ windvane/windsock</i>) and peer assess, learners with blindness given one on one hands on demonstration alongside verbal description on aspects that require the use of vision during the exercise.</p> <ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm on the significance of weather to the human environment and how to appropriately change to varied weather conditions. 	
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Core Competencies to be developed:

- Communication and Collaboration: Learners develop listening and speaking skill as they brainstorm the significance of weather to the human environment.
- Creativity and Imagination: Learners experiment with ideas to test it and see if they work as they use locally available materials to construct selected instruments for measuring elements of weather.

Values:

- Responsibility: Learners demonstrate determination as they construct and site a weather station in the school compound.
- Respect: Learners apply etiquette as they use locally available materials to construct selected instruments for measuring elements of weather.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: Learners observe safety measures as they acquire knowledge of weather elements and respond appropriately to different weather conditions.
- Decision making: Learners respect others views/feelings as they discuss the factors to consider when constructing and siting a weather station in the school compound.

Link to other subjects:

- Mathematics: Learner's record and calculate weather conditions in the local environment.

- Creative Arts and Sports: Learners use locally available materials to construct selected instruments for measuring elements of weather.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, approved textbooks and other printed or braille resources, museum, monuments and embossed/ tactile charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.6 Field work	By the end of the Sub Strand, the learner should be able to: a) examine methods of data analysis and presentation in field work,	<ul style="list-style-type: none"> ● In groups, learners are guided to use print or braille materials or digital devices with assistive technology to research on methods of data analysis (<i>observation, questionnaire, interview and focus group discussion</i>) 	<ol style="list-style-type: none"> 1. Why is field work important in social studies? 2. How should we conduct field work?

		<p>b) use analysis methods to process data from the field work,</p> <p>c) explore solutions to challenges in carrying out field work,</p> <p>d) value field work in investigating phenomena.</p>	<ul style="list-style-type: none"> ● Learners are guided to use analysis methods (<i>mean, median and mode</i>) and presentation in field work and present in class, ● In groups or with a peer, learners are guided to brain storm challenges likely to be encountered during field work and possible solutions. ● Learners are guided to carry out fieldwork to investigate phenomena within the immediate environment. (learners with blindness be paired with their sighted peers in activities that require use of sight during the field work). 	
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Core Competencies to be developed:

- Critical Thinking and Problem Solving: Learners develop active listening and communication skills as they discuss in groups challenges likely to be encountered during field work and possible solutions.
- Communication and Collaboration: Learners develop teamwork skills as they collaboratively research on methods of data analysis and presentation in field work.

Values:

- Responsibility: Learners demonstrate self-drive as they carry out fieldwork
- Unity: Learners apply non-discrimination as they discuss challenges likely to be encountered during field work.

Pertinent and Contemporary Issues (PCIs):

- Safety and Security: Learners takes precautions as they carry out fieldwork to investigate phenomena in the immediate environment.

Link to other subjects:

- English, Kiswahili and Kenyan Sign Language: Learners discuss challenges likely to be encountered during field work and possible solutions.

Suggested Learning Resources:

- Resource persons, maps, tactile map and diagrams, digital resources with assistive technology, approved textbooks and other printed resources, approved textbooks and other printed or braille resources, museum, monuments and embossed/tactile charts.

Suggested Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore sources of historical information in the society.	Explores 5 sources of historical information in the society.	Explores 4 sources of historical information in the society.	Explores 3 sources of historical information in the society.	Explores 2 or less sources of historical information in the society.
Ability to analyse practices of early agriculture in selected geographical regions in Africa.	Analyses 5 practices of early agriculture in selected geographical regions in Africa.	Analyses 4 practices of early agriculture in selected geographical regions in Africa.	Analyses 3 practices of early agriculture in selected geographical regions in Africa.	Analyses 2 or less practices of early agriculture in selected geographical regions in Africa.

Ability to explore the use of latitudes and longitudes in map work.	Explores 4 uses of latitudes and longitudes in map work with in depth information.	Explores 3 uses of latitudes and longitudes in map work.	Explores 2 uses of latitudes and longitudes in map work with limited explanation.	Explores 1 use of latitudes and longitudes in map work without explaining the significance.
Ability to examine the effects of rotation, revolution and structure of the earth.	Examines the 4 effects of rotation, revolution and structure of the earth.	Examines 3 effects of rotation, revolution and structure of the earth.	Examines 2 effects of rotation, revolution and structure of the earth.	Examines 1 effect of rotation, revolution and structure of the earth.
Ability to examine the elements and significance of weather to the human environment.	Examines 7 elements and significance of weather to the human environment citing relevant examples.	Examines 5-7 elements and significance of weather to the human environment.	Examines 3 -4 elements and significance of weather to the human environment.	Examines 2 or less elements and significance of weather to the human environment.
Ability to examine methods of data analysis and presentation in field work	Examines 5 methods of data analysis and presentation in field work.	Examines 4 methods of data analysis and presentation in field work.	Examines 3 methods of data analysis and presentation in field work	Examines 2 or less methods of data analysis and presentation in field work.

STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub Stand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Development and Governance	5.1 Political Development in Africa <i>(5 lessons)</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explore roles of European groups in the ‘Scramble for and Partition’ of Africa, b) examine the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa, c) locate the regions of partition by the European groups that came to Africa, <ul style="list-style-type: none"> a) acknowledge the political organisation of the selected African communities up to 1900. 	<ul style="list-style-type: none"> ● In groups or with peers, learners are guided to brainstorm the political organisation of (<i>the Ogiek, the Zulu and the Asante</i>) up to 1900. ● In groups, learners are guided to discuss the various European groups that came to Africa. ● In groups or with a peer, learners are guided to brainstorm the terms “Scramble for and Partition of Africa and make presentations. ● In groups, learners are guided to match the 	<ol style="list-style-type: none"> 1. How were African communities politically organised before the coming of the Europeans? 2. How did developments in Europe influence the scramble and partition of Africa?

			<p>countries in Africa with their colonial masters.</p> <ul style="list-style-type: none">● Learners with low vision are guided to draw the map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition of Africa and display them in class, learners with blindness are provided with a tactile map of Africa indicating the areas taken up by the different European countries during the partition of Africa to explore.● Learners with low vision are guided to prepare posters to display the terms	
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			<p>of the Berlin conference of 1884-1885 on the partitioning of Africa. Learners with blindness are guided to prepare braille cards displaying the terms of the Berlin conference.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners develop social cultural sensitivity and awareness skills as they engage with other social cultural groups at the local, national, regional and global contexts as they study the selected African communities. ● Creativity and Imagination: Learners develop networking skill as they discover fresh ways of doing things by observing the world around them as they draw the map of Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners love own country as they match the countries in Africa with their colonial masters, ● Responsibility: Learners engage in assigned roles and duties as they use posters displayed in class on the terms of the Berlin conference of 1884-1885. 				
<p>Pertinent and Contemporary Issues (PCIs)</p>				

- Cultural Awareness: Learners study the selected African communities and brainstorm the political organization and social cultural issues.
- Good governance: Learners brainstorm the political organization and leadership of *the* selected communities.

Suggested Learning Resources:

- Maps, approved textbooks and other printed or braille resources, photographs, internet, embossed /tactile maps and digital devices with assistive technology.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.2 The Constitution of Kenya (5 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the importance of the Constitution of Kenya for mutual social wellbeing, b) analyse ways of upholding and protecting the Constitution of Kenya for social cohesion, c) apply the national values in day-to-day life as provided in the Constitution of Kenya for promotion of good governance, 	<ul style="list-style-type: none"> ● Learners are guided to use print, braille or digital resources with assistive technology to conduct research on the importance of the Constitution and write an essay and share in class, ● In groups or with a peer, learners are guided to watch or listen to an audio-visual clip on the promulgation of the Constitution of Kenya and discuss in class, ● Learners are guided to use braille, print or digital devices to conduct an 	<ol style="list-style-type: none"> 1. Why should a country have a constitution? 2. Why should we uphold and protect the Constitution?

		<p>d) uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.</p>	<p>online research, write an essay on the importance of the Constitution and share in class.</p> <ul style="list-style-type: none"> ● With a peer or in groups, learners are guided to watch or listen to a video on the promulgation of the Constitution of Kenya and discuss in class, ● In groups or with a peer, learners are guided to design a sample constitution for the class and display for peer review, ● In groups, learners are guided to write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya and present in class, 	
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			<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to discuss ways of upholding and protecting the Constitution of Kenya. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners demonstrate shared commitment to the ideals of the nation as learners view a video on the promulgation of the Constitution of Kenya, create a sample constitution for the class in groups and display it in class. ● Self-efficacy: Learners demonstrate the skill of task execution as they compose simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya and present in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners demonstrate democracy as they watch a video on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution. ● Social justice: Learners demonstrate freedom as they discuss in groups on ways of upholding and protecting the Constitution of Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p>				

- Social cohesion: Learners create a sample constitution for the class in groups and display in class.
- Good governance: Learners organise an open forum as a class to pass messages on public engagement and democratic representation to the community.

Link to other subjects:

- English, Kiswahili and Kenyan Sign Language: Learners hold discussions, group activities, write essays, and create a class constitution.
- Creative Arts: Learners compose songs, write slogans and make presentations in class and community.

Suggested Learning Methods:

- Internet resources, approved textbooks and other printed or braille resources, a copy of The Constitution of Kenya, TV/Video and digital devices with assistive technology.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.3 Human Rights (5 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) classify human rights as stipulated in the human rights instruments, b) explore characteristics of human rights in society, c) explain the concept of equity and non-discrimination in fostering solidarity, d) take action to promote equity and 	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to create print or braille posters on the classification of human rights and display them in school. ● In groups, learners are guided to use a tree diagram to indicate characteristics of human rights and display in class. ● In groups or with a peer, learners are guided to brainstorm 	<ol style="list-style-type: none"> 1. Why is it important to know our rights? 2. How can we promote equity and non- discrimination in society? 3. How can we promote respect for human rights in our community?

		<p>non-discrimination for social justice,</p> <p>e) value human rights for promotion of human dignity.</p>	<p>on issues of equity and non-discrimination.</p> <ul style="list-style-type: none"> ● Learners are guided to organise and participate in commemorating International Day for the Elimination of Racial Discrimination on 21st March. ● In groups or with a peer, learners are guided to develop print or braille posters on equity and non-discrimination and display them in school for peer review. 	
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Core Competencies to be developed:

- Citizenship: Learners develop social and civic skills as they participate in commemorating the International Day for the Elimination of Racial Discrimination.
- Creativity and Imagination: Learners make connections between what was learnt in class and exchange new ideas that inspire creative thinking as they create posters on the classification of human rights.

Values:

- Social justice: Learners advocate for harmonious relationships in the society as they develop posters on equity and non-discrimination.
- Unity: Learners collaborate with others as they create posters on the classification and use a tree diagram to indicate characteristics of human rights.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners develop harmonious coexistence as they participate in commemorating International Day for the Elimination of Racial Discrimination on 21st March.
- Good Governance: Learners develop posters on equity and non- discrimination and display them in school

Link to other subjects:

- Creative Arts: Learners develop posters on equity and non- discrimination and display them in school.

- Religious Education: Learners brainstorm issues of equity and non-discrimination.

Suggested Learning Resources:

- Resource persons, digital resources with assistive technology, approved textbooks and other printed or braille resources, embossed/ tactile charts, posters, flip charts / manila papers and a copy of The Constitution of Kenya.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.4 African Diasporas (4 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore the factors that contributed to the presence of African diasporas across the world, b) locate countries inhabited by African	<ul style="list-style-type: none"> ● Learners are guided to use print, braille or digital resources with assistive technology to discuss in groups the concept of African diasporas. ● In groups or with a peer, learners are guided to use relevant library resources to research on 	<ol style="list-style-type: none"> 1. How can we promote collaboration between continental Africans and African Diasporas? 2. How can we promote African Unity in the society today?

		<p>diasporas by 1960 on a world map,</p> <p>c) assess the role of the diasporas in the political development in Africa,</p> <p>d) acknowledge the African diasporas and promotion of African unity in society today.</p>	<p>the factors that contributed to the presence of African diasporas across the world and share findings in class.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to use print or digital resources with assistive technology to indicate on the world map countries inhabited by African diasporas by 1960 (USA, Brazil and France) and present in class while learners with blindness are provided with tactile globe alongside verbal description of countries inhabited by African 	
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			<p>diasporas and write them down.</p> <ul style="list-style-type: none">● In groups, learners are guided to watch or listen to audio visual clips on the role of diaspora in the political development in Africa.● With a peer, learners are guided to debate on the role of the diasporas in the political development in Africa,● In groups or with a peer, learners are guided to develop simple slogans on the African diasporas and promotion of African unity in society today.	
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Core Competencies to be developed:

- Learning to Learn: Learners reflect on their experiences as they carry out research/investigation as they use library resources to research on the factors that contributed to the movement of African diasporas to various parts of the world.

Values:

- Social Justice: Learners demonstrate cooperation as they watch or listen to a video or You- Tube on the role of diaspora in the political development in Africa.
- Patriotism: Learners apply democracy and rule of law as they debate on the role of diaspora in the political development in Africa.

Pertinent and Contemporary Issues (PCIs):

- Creative Thinking: Learners participate in creative games using digital devices with assistive technology to indicate on the world map countries inhabited by African diasporas.
- Social Cohesion: Learners respect others' views/feelings as they debate on the role of diaspora in the political development in Africa.

Link to other subjects:

- Pre- technical and Business studies: Learners view a video or You- Tube on the role of diaspora in the political development in Africa.

Suggested Learning Resources:

Resource persons, digital resources with assistive technology, approved textbooks and other printed or braille resources, embossed/ tactile charts, internet, flip charts/manilla papers, masking tapes and marker pens/pencils.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Development and Governance	5.5 Citizenship <i>(4 lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) explain why there is interconnectedness and interdependence among countries in the world today, b) find out positive and negative effects of globalisation at	<ul style="list-style-type: none">● In groups or pairs, learners are guided to discuss the interconnectedness and interdependence among countries in the world today.● Learners are guided to use appropriate media and read news articles in newspapers to find out aspects that promote globalisation in the community and share the information in class.	<ol style="list-style-type: none">1. How do countries connect and depend on each other in the world today?2. Which are the common concerns in the world today?

		<p>national and global levels,</p> <p>c) describe qualities of a global citizen in the modern society,</p> <p>d) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya.</p>	<ul style="list-style-type: none"> ● In groups or with a peer, learners are guided to brainstorm on the qualities of a global citizen in modern society. ● In groups, learners are guided to use print, braille or digital devices with assistive technology to research for qualities of a global citizen and write them down. ● Learners with low vision are guided to draw a sketch of their palm and indicate qualities of a global citizen on each finger, while learners with blindness are provided with a tactile diagram of the palm and write the qualities of a 	
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			<p>global citizen on each finger.</p> <ul style="list-style-type: none"> ● Learners are guided to sing the National, East Africa and African Union anthems. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners develops Global awareness skills as they explore and discuss the interconnectedness and interdependence among countries ● Learning to Learn: Learners make reflection on their own work as they go through and read news articles in newspapers which promote globalisation in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: Learners demonstrate selflessness as they go through and read news articles in newspapers aspects which promote globalisation in the community. ● Patriotism: Learners demonstrate loyalty as they brainstorm on the qualities of a global citizen in modern society. 				
<p>Pertinent and Contemporary Issues (PCIs):</p>				

- Good Governance: Learners brainstorm on the qualities of a global citizen in modern society.
- Problem Solving: Learners debate on positive and negative effects of globalisation at local and national levels and propose solutions.

Link to other subjects:

- Pre-Technical and Business Studies: Learners use print or digital resources to research for qualities of a global citizen and write them down.
- Creative Arts: Learners draw sketches of their palm and indicate qualities of a global citizen

Suggested Learning Resources:

Resource persons, digital resources with assistive technology, approved textbooks and other printed or braille resources and embossed/ tactile charts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the various European groups that came to Africa and their role in Scramble for and partition of Africa.	Identifies 7 European groups that came to Africa and their role in Scramble for and partition of Africa.	Identifies 5-6 European groups that came to Africa and their role in Scramble for and partition of Africa.	Identifies 3-4 European groups that came to Africa and their role in Scramble for and partition of Africa.	Identifies 2 or less European groups that came to Africa and their role in Scramble for and partition of Africa.
Ability to apply the national values in day-to-day life as provided in the constitution of Kenya for promotion of good governance.	Applies 9 national values in day-to-day life as provided in the constitution of Kenya for promotion of good governance.	Applies 7-8 national values in day-to-day life as provided in the constitution of Kenya for promotion of good governance.	Applies 4-6 national values in day-to-day life as provided in the constitution of Kenya for promotion of good governance.	Applies 3 or less national values in day-to-day life as provided in the constitution of Kenya for promotion of good governance.
Explore the importance of human rights in society.	Explores 9 importance of human rights in the society.	Explores 7-8 importance of human rights in society.	Explores 4-6 importance of human rights in society.	Explores 3 or less importance of human rights in society.

Ability to assess the role of the diasporas in the political development in Africa.	Assesses 5 roles of the diasporas in the political development in Africa.	Assesses 4 roles of the diasporas in the political development in Africa.	Assesses 3 roles of the diasporas in the political development in Africa.	Assesses 2 or less roles of the diasporas in the political development in Africa with assistance.
Ability to examine the effects of globalisation at national and global levels.	Examines 5 effects of globalisation at national and global levels.	Examines 4 effects of globalisation at national and global levels.	Examines some effects of globalisation at national and global levels.	Examines 2 or less effects of globalisation at national and global levels.

APPENDIX I: GUIDELINES FOR COMMUNITY SERVICE LEARNING FOR GRADE 7

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution

Milestone 4	<p>Implementation</p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0. Social Studies and Personal development	1.1 Career Choices	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources. 	Career talks
	1.2 Entrepreneurial Opportunities in Social Studies	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources. 	Career talks
2.0 People, Population and Relationships	2.1. Human origin	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Project work. d) Observation. 	<ul style="list-style-type: none"> ● Resource persons. ● Maps. ● Digital resources. ● Approved textbooks and other printed resources. 	Visit museum/historical sites to view artifacts and casts of human origins.

	2. 2 Early Civilization	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Map of Africa. ● Marker pens ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Drawing and displaying charts on migration routes.
	2.3 Slavery and Servitude	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio d) Project. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. 	Debate in clubs on evils of slavery and servitude and ways of curbing them.
	2.4 Socio-economic organization of selected communities in Africa up to 1900	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Approved text books and other printed resources. ● Museums/Artefacts. ● Resource person. 	
	2.5 Origin of money	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio 	<ul style="list-style-type: none"> ● Digital resources. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Debate in clubs

	2.6 Human Diversity and Inclusion	<ul style="list-style-type: none"> a) Oral questions. b) Observation. c) Written tests. d) Checklists. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/Manilla papers. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Conducting a civic dialogue with community members
	2.7 Peace and Non – Violent Conflict Resolution	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio. d) Project. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Approved text books. 	<ul style="list-style-type: none"> ● Develop slogans on inner peace.
4.0 Natural and historic build environment in Africa	4.1 Historical Information	<ul style="list-style-type: none"> a) Oral Questions. b) Teacher made tests. c) Observation. d) Project Work. e) Anecdotal records. 	<ul style="list-style-type: none"> ● Photographs, pictures and paintings. ● Vetted digital resources, educational computer games. ● Approved textbooks and other printed resources. ● Museum, Monuments, 	<ul style="list-style-type: none"> ● Conducting library research on the sources of historical information.

	4.2 Historical development of Agriculture	<ul style="list-style-type: none"> a) Checklist. b) Project. c) Written tests. d) Oral questions. e) Aural questions 	<ul style="list-style-type: none"> ● Chart ● Maps. ● Photographs. ● Internet. 	<ul style="list-style-type: none"> ● Reciting a poem on promotion of Agriculture in Africa.
	4.3 Maps and Map work	<ul style="list-style-type: none"> a) Oral Questions. b) Teacher made tests. c) Observation. d) Anecdotal Records. 	<ul style="list-style-type: none"> ● Realia. ● Maps/Globe. ● Approved textbooks and other printed resources. ● TV/video/films/slides/ Display boards. 	<ul style="list-style-type: none"> ● Drawing a sketch map of the school compound.
	4.4 Earth and the Solar System	<ul style="list-style-type: none"> ● Oral Questions. ● Teacher made tests. ● Observation. ● Portfolio. 	<ul style="list-style-type: none"> ● Maps/globe. ● Photographs, pictures and paintings. ● Internet sources. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Making a model of the internal structure of the earth.
	4.5 Weather	<ul style="list-style-type: none"> ● Oral Questions ● Teacher made tests. ● Observation 	<ul style="list-style-type: none"> ● Maps. ● Photographs, pictures and paintings. 	<ul style="list-style-type: none"> ● Working in groups to construct a weather instrument

		<ul style="list-style-type: none"> ● Portfolio. 	<ul style="list-style-type: none"> ● Vetted digital resources, educational computer games. ● Approved textbooks and other printed resources. 	of their choice using the available local materials and display in class.
	4.6. Field Work	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio. d) Project. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/Manilla papers. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Engage a resource person to discuss methods of data collection and recording during field work.
5.0 Political Development and Governance	5.1 Political Development in Africa up to 1900 <i>(The Ogiek, the Zulu and the Asante)</i>	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. d) Project work. 	<ul style="list-style-type: none"> ● Maps. ● Approved text books and other printed resources. ● Photographs. ● Internet. 	<ul style="list-style-type: none"> ● Composing poems ● Visiting a local museum
	5.2 The Constitution of Kenya	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Internet resources. ● Approved text books and other printed resources. ● The Constitution of Kenya. 	<ul style="list-style-type: none"> ● Conducting library research and writing journals on selected chapters of the constitution and share with family.

		d) Journaling.	<ul style="list-style-type: none"> ● TV/Video. 	
	5.3 Human Rights	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Posters. ● Flip charts/ Manilla papers. ● Resource person. ● Approved text books and other printed resources. ● The Constitution of Kenya. 	<ul style="list-style-type: none"> ● Developing messages on protection of human rights. ● Conducting debates during club meetings ● Organise a symposium
	5.4 African Diaspora	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet. ● Flip charts/Manilla papers. ● Masking tapes, marker pens/pencils. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Organise a symposium <ul style="list-style-type: none"> ● Composing songs
	5.5 Citizenship	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet. ● Flip charts/Manilla papers. ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Composing poems ● Preparing scrap books