



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN**

**SOCIAL STUDIES**

**GRADE 8**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First published in 2023

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## **FOREWORD**

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

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

The reviewed Grade eight curriculum designs for learners with visual impairment build on competencies attained by learners at Grade seven. 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 eight is the second grade of Junior school while Grade nine is the final grade of the level in the reformed education structure.

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

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

**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **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 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade eight curriculum designs for learners with 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 eight 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 eight and preparation of learners with visual impairment for transition to Grade nine.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', with a horizontal line underneath the name.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
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## TABLE OF CONTENT

PREFACE.....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENT .....	viii
NATIONAL GOALS OF EDUCATION.....	ix
LESSON ALLOCATION.....	xii
LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL .....	xiii
ESSENCE STATEMENT .....	xiv
SUBJECT GENERAL LEARNING OUTCOMES .....	xv
STRAND 1.0 : SOCIAL STUDIES AND PERSONAL MANAGEMENT .....	1
STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT .....	6
STRAND 3.0: PEOPLE AND RELATIONSHIPS.....	10
STRAND 4 .0: NATURAL AND HISTORIC BUILT ENVIRONMENTS .....	31
STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE .....	48
APPENDIX I: GUIDELINES ON COMMUNITY SERVICE LEARNING PROJECT .....	59
APPENDIX II: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES .....	61



## 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 needs 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-fulfillment**  
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 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

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
<b>1.</b>	English	5
<b>2.</b>	Kiswahili/KSL	4
<b>3.</b>	Mathematics	5
<b>4.</b>	Integrated Science	5
<b>5.</b>	Pre-Technical Studies	4
<b>6.</b>	Social Studies	4
<b>7.</b>	Religious Education (CRE/IRE/HRE)	3
<b>8.</b>	Business Studies	3
<b>9.</b>	Agriculture	3
<b>10.</b>	Physical Education and Sports	2
<b>11.</b>	Optional Subject	3
<b>12.</b>	Optional Subject	3
	<b>Total</b>	<b>44</b>

## **LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression;
2. Communicate effectively, verbally and non-verbally, in diverse contexts;
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence;
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development;
5. Practice relevant hygiene, sanitation and nutrition skills to promote health;
6. Demonstrate ethical 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. 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 psychosocial competencies to navigate through challenges in day-to-day life.
- 3) Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.
- 4) Develop and apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
- 5) Understand the value of conservation and management of environments and their influence on human activities and use for sustainable development.
- 6) Contribute to the management of pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
- 7) Develop and apply social research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.

## SUMMARY OF STRANDS AND SUB STRANDS

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



**STRAND 1.0: SOCIAL STUDIES AND PERSONAL MANAGEMENT**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Social Studies and Personal Management</b>	<b>1.1 Self-Improvement</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) describe personality traits for self-understanding,</li> <li>b) share goals for self-improvement in social life,</li> <li>c) appreciate the role of values in the development of personality traits.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to choose the animal that best defines their personal characteristics from a list of pre-selected animals, then discuss the outcome with the class.</li> <li>● Learners with low vision watch and listen, while learners with blindness listen to an audio-video clip from a digital device with assistive technology on personality traits and discuss.</li> <li>● Learners are guided to develop and share personal life goals such as educational, careers.</li> <li>● Learners with low vision watch and listen while learners with blindness listen to an audio-video clip from a digital device with assistive technology of a</li> </ul>	<p>How do career choices in Social Studies relate to you?</p>

			<p>successful career individual in social life that reflect on their traits.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to role-play a skit depicting values in their dream career choice in Social Studies.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: speaking skills are developed as a learner shares personal life goals.</li> <li>● Imagination and Creativity: a learner reflects on their future life goals as they watch video clips of successful career individuals in Social Studies.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Career guidance: a learner identifies their career paths as they watch or listen to an audio-video clip from a digital device with assistive technology on a successful career individual in Social Studies.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: a learner works together in role-playing a skit depicting values in their dream career choice in Social Studies.</li> <li>● Respect: a learner gives one another a chance to participate in discussions on personal characteristics.</li> </ul>				
<p><b>Link to Other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Pre-technical studies: a learner gets career guidance on the choice of their future careers in Social Studies.</li> <li>● Kenyan Sign Language, Kiswahili and English: a learner role-plays a skit depicting values in their dream career choice in Social Studies.</li> </ul>				
<p><b>Suggested Learning Resources:</b></p> <p>Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Internet, Approved textbooks, other printed braille resources and audio-visual clips.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Studies Personal Management</b>	<b>1.2 Self-Esteem Assessment</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explain the contribution of self-esteem on their holistic development,</p> <p>b) determine effects of unhealthy self-esteem in day-to-day social lives,</p> <p>c) assess their self-esteem in social interactions,</p> <p>d) desire to improve their self-esteem for personal productivity.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to use digital device with assistive technology or print resources to search for and discuss the relationship between self-esteem and personal productivity.</li> <li>● In groups or with a peer, learners refer to religious texts on self-love.</li> <li>● In groups, learners discuss cultural beliefs that promote self-esteem.</li> <li>● With peers, learners are guided to act out and discuss skits on examples of difficult life experiences that could severely affect self-esteem in their social lives.</li> <li>● In groups, learners discuss and present negative impact of low self-esteem such as: relationship difficulties, social isolation.</li> </ul>	<p>How does self-esteem affect my holistic development?</p>

			<ul style="list-style-type: none"> <li>● In groups or with a peer, learners discuss and share ways of seeking help to overcome low self-esteem.</li> <li>● Learners are guided to journalise actions they will take to improve their self-esteem.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: a learner develops speaking skills as they discuss cultural beliefs that promote self-esteem.</li> <li>● Digital literacy: A learner use digital devices to search for the relationship between self-esteem and personal productivity.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Guidance and peer counseling: A learner discusses and shares ways of seeking help to overcome low self-esteem.</li> <li>● Social cohesion: A learner works together in groups to discuss cultural beliefs that promote self-esteem.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: A learner honestly journalises on steps they would take to improve their self-esteem.</li> <li>● Responsibility: a learner commits themselves through journalising actions they will take to improve their self-esteem.</li> </ul>				
<p><b>Link to Other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Religious Education: A learner discusses self-love from religious texts.</li> <li>● Kenyan Sign Language, Kiswahili and English: A learner makes journal entries on steps they would take to improve their self-esteem.</li> </ul>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Internet, Approved textbooks, other printed braille resources and audio-visual clips.</li> </ul>				

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe their personality traits for self-understanding.	Describes six of their personality traits giving all details.	Describes five of their personality traits giving major details.	Describes three to four of their personality traits leaving out minor details.	Describes one or two of their personality traits leaving out major details
Ability to share goals for self-improvement in social life,	Shares seven goals for self-improvement in social life.	shares six goals for self-improvement in social life.	share three to five goals for self-improvement in social life.	share one or two goals for self-improvement in social life.
Ability to explain the contribution of self-esteem on their holistic development.	Explains six contributions of self-esteem on their holistic development.	Explains five contributions of self-esteem on their holistic development.	explains three or four contributions of self-esteem on their holistic development.	explains one or two the contribution of self-esteem on their holistic development.
Ability to determine effects of unhealthy self-esteem in day-to-day lives.	Determines six effects of unhealthy self-esteem in day-to-day lives.	Determines five effects of unhealthy self-esteem in day-to-day lives.	Determines three or four effects of unhealthy self-esteem in day-to-day lives.	Determines one or two effects of unhealthy self-esteem in day-to-day lives.

**STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Community Service Learning Project</b></p>	<p><b>2.1 Community Service Learning Project</b></p>	<p>By the end of the CSL project, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify a problem/gap in the community,</li> <li>b) design a solution(s) to the identified problem,</li> <li>c) plan to implement the solution to the identified problem,</li> <li>d) implement the plan for solving the identified problem,</li> <li>e) report/account on the concluded project,</li> <li>f) appreciate the need to be part of the solution to the gaps/challenges in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to brainstorm and identify problems/gaps/opportunities in their school/community that need attention.</li> <li>● Learners are guided to discuss and adapt one identified (problem/gap) for the class/group project and hence state the project title.</li> <li>● In groups or with a peer, learners are guided to authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem).</li> <li>● Learners are guided to search, discuss and agree on an appropriate</li> </ul>	<ol style="list-style-type: none"> <li>1. How does one determine some gaps/ needs in the community?</li> <li>2. Why is it necessary to make adequate preparations before embarking on a project?</li> </ol>

			<p>solution/way/skill of addressing the identified problem and note down the recommended/ proposed solution.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to discuss and draw a plan for implementing the proposed solution.</li> <li>● In groups or with peers, learners implement the plan prudently to address the identified problem.</li> <li>● Learners are guided to reflect on the concluded project and submit a summary account/report to the CSL teacher.</li> </ul>	
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**Core competencies:**

- Communication and Collaboration: A learner gains listening and writing skills during the brainstorm session when identifying the problems/gaps/opportunities in their school/community that need attention.
- Self-efficacy: A learner develops negotiation skills during the discussion and adoption of one the identified (problem/gap) for the class/group project.

- Creativity and Imagination: A learner develops observation skills during the authentication of the problem/gap and writing of the statement of the problem.
- Critical Thinking and Problem-solving: A learner develops interpretation skills as they draw a plan for implementing the proposed solution.
- Learning to learn: A learner develops reflection skills as they relate past experiences during the implementation of the project and reflect on the concluded project and submit a summary account/report to the CSL teacher.
- Citizenship: A learner develops community life skills when undertaking the CSL project.

**Pertinent and Contemporary Issues (PCIs):**

- Social Cohesion: A learner discusses possible solutions to the identified issue in groups.
- Critical thinking: A learner discusses possible solutions to the identified problem in the community.

**Values**

- Integrity: A learner utilizes the resources allocated for the CSL transparently.
- Respect: A learner exercises open mindedness as they discuss, search, and plan for the project in the community.
- Unity: A learner collaborates with others as they share duties and roles in the process of the implementation of the CSL project.

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Internet, Approved textbooks, other printed braille resources and audio-visual clips.



<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Ability to identify a problem/gap in the community.	Identifies six problems/gaps in the community.	Identifies five problems/gaps in the community.	Identifies three or four problems/gaps in the community.	Identifies one or two problems/gaps in the community.
Ability to propose solution(s) to the identified problem.	Proposes six solution(s) to the identified problem.	Proposes five solution(s) to the identified problem.	Proposes three or four solution(s) to the identified problem.	Propose one or two solution(s) to the identified problem.
Ability to design a plan to solve the identified problem.	Designs six plans to solve the identified problem.	Designs five plans to solve the identified problem.	Designs three or four plans to solve the identified problem.	Designs one or two plans to solve the identified problem.
Ability to implement the plan for solving the identified problem.	Implements the plan for solving the identified problem and explains its sustainability.	Implements the plan for solving the identified problem.	Implements the plan for solving the identified problem with a few omissions.	Needs further guidance and study to be able to implement the plan for solving the identified problem.
Ability to report/account on the concluded project.	Reports/accounts on the concluded project clearly stating challenges experienced and sustainability of the project.	Reports/accounts on the concluded project.	Reports/accounts on the concluded project leaving some details.	Struggles to report/account on the concluded project.

### STRAND 3.0: PEOPLE AND RELATIONSHIPS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 People and Relationships</b>	<b>3.1 Scientific Theory about Human Origin</b>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explore the scientific theory about human origin,</li> <li>b) illustrate changes that took place in humans as a result of evolution,</li> <li>c) draw conclusions on common understanding of origin of humanity based on the scientific theory,</li> <li>d) develop a sense of humanity based on common origin.</li> </ol>	<ul style="list-style-type: none"> <li>• In groups, learners are guided to discuss how scientific theory is used to explain human origin and present in class.</li> <li>• Learners with low vision are guided to draw charts showing the different stages of human evolution, while learners with blindness make braille posters showing the different stages of human evolution and share in class.</li> <li>• Learners are guided to use digital devices with assistive technology to find out the places where early human remains were discovered in Africa.</li> <li>• In groups, learners are</li> </ul>	Why is Africa considered as the cradle of humanity?

			<p>guided to brainstorm on the differences between various species of early humans and when they existed and share.</p> <ul style="list-style-type: none"><li>• Learners are guided to engage with a resource person to discuss the preservation of remains of early humans and take notes.</li><li>• Learners with low vision are guided to carry out library research on changes that took place in humans as a result of evolution and draw an evolutionary tree and display, while learners with blindness are provided with a tactile evolutionary tree showing changes that took place in humans as a result of evolution to explore.</li><li>• In groups, learners are guided to discuss reasons why Africa is considered</li></ul>	
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			<p>as the cradle for humanity and how they influence self-identity.</p> <ul style="list-style-type: none"> <li>• Learners are guided to debate on the scientific theory of human origin in Africa as the cradle of humanity.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: A learner develops teamwork skills during group discussion on how scientific theory is used to explain human origin.</li> <li>• Digital Literacy: A learner interacts with digital technology as they use digital devices with assistive technology to find out the places where early human remains were discovered in Africa</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: A learner accommodates others' opinions as they brainstorm in groups on the differences between various species of early humans and when they existed and share</li> <li>• Responsibility: A learner plays a role during the debate on the scientific theory of human origin and Africa as the cradle of humanity</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Social cohesion: A learner works together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self-identity.</li> </ul>				

**Link to other Subjects:**

- English, Kiswahili and Kenyan Sign Language: A learner applies language skills as they brainstorm in groups on the differences between various species of early humans and where their remains were discovered.
- Creative Arts: A learner draws charts showing the different stages of human evolution.

**Suggested Learning Resources:**

- Artifacts, approved Grade 8 Social Studies Textbooks, digital devices with assistive technology, maps, tactile maps and resource person.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 People and Relationships</b>	<b>3.2 Early Civilization Asia Europe</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the Swahili civilisation along the East African coast,</li> <li>b) show how the best practices from early civilizations have contributed to the modern world,</li> <li>c) appreciate the best practices of early civilization to the development of the modern world.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners with low vision are guided to use print while learners with blindness are guided to use embossed globe or digital resources with assistive technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast (<i>Asia, Europe</i>).</li> <li>● Learners are guided to accommodate divergent opinions as they discuss the origin of early visitors to the East African Coast up to 1500.</li> <li>● Learners are guided to exhibit culture awareness as they brainstorm on the Swahili civilisation along the East</li> </ul>	<p>Why is cultural heritage important to society?</p>

			<p>African coast and discuss factors that led to the growth of East African city states.</p> <ul style="list-style-type: none"> <li>● With a peer or in groups, learners role play the best practices from early civilisations to the development of the modern world reflect on their own.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: a learner interacts with digital technology as they use digital devices with assistive technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast.</li> <li>● Learning to Learn: A learner reflects on their experiences as role-play the best practices from early civilisations to the development of the modern world.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: A learner accommodates divergent opinions during group discussion on the origin of the early visitors in the East African Coast.</li> <li>● Patriotism: A learner exhibits culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Cultural Awareness: A learner works together in brainstorming on the origin of early visitors to the East African Coast up to 1500.</p>				

**Link to other Subjects:**

- English, Kiswahili and Kenyan Sign Language: A learner uses language skills during group discussion on the origin of the early visitors in the East African Coast.

**Suggested Learning Resources:**

- Digital resources with assistive devices, Map of Africa, Tactile map of Africa, Marker pens, Manilla papers/old carton boxes, Stickers/Flashcards, Braille cards, Internet resources, Approved textbooks, other printed braille resources.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 People and Relationships</b>	<b>3.3 Trans Saharan Slave Trade</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify factors that led to development of Trans-Saharan slave Trade in Africa,</li> <li>b) describe the organization of Trans-Saharan slave trade in Africa,</li> <li>c) outline the effects of Trans-Saharan slave trade in Africa,</li> <li>d) participate in promotion of social justice in the society,</li> <li>e) e) desire to promote social justice in a society.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to debate on factors that led to development of Trans-Saharan slave trade in Africa.</li> <li>● In groups, learners are guided to utilise digital technology to effectively accomplish own tasks as they use digital device with assistive technology or print/braille resources to research on the organization of Trans-Saharan slave trade in Africa.</li> <li>● Learners appreciates diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa.</li> </ul>	<p>Why do people subject others to slave trade?</p>

			<ul style="list-style-type: none"> <li>● Learners with low vision are guided to take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade, while learners with blindness are provided with tactile map of Africa to identify regions where slaves were sourced during the Trans-Saharan slave trade alongside verbal description of the places and write down.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: A learner use digital technology to effectively accomplish own tasks as they use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa.</li> <li>● Creativity and Imagination: A Learner look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa.</li> </ul>				

**Values:**

- Respect: A learner appreciate diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa.
- Unity: A learner take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to other Subjects:**

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

**Suggested Learning Resources:**

- Digital devices with assistive devices, approved grade 8 social studies textbooks, other print resources, and map of Africa,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.4 Population Growth in Africa	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explore causes and effects of population growth in Africa,</li> <li>b) examine types and effects of migration in Africa,</li> <li>c) illustrate demographic trends in Kenya (for learners with low vision),</li> <li>d) interpret the demographic trends in Kenya from a tactile graph (for learners with blindness),</li> <li>e) create awareness on the effects of population growth in the community,</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to brainstorm causes of population growth in Africa.</li> <li>● Learners are guided to use digital devices with assistive technology, braille or print resources to research on the effects of population growth in Africa.</li> <li>● In groups, learners with low vision are guided to draw demographic trends in Kenya using recent census data. Learners with blindness are provided with tactile graphs alongside verbal explanations of demographic trends in Kenya using recent census data to explore, interpret</li> </ul>	<p>Why is it important to study demographic changes?</p>

		<p>f) appreciate the impact of migration on population growth in Africa.</p>	<p>and write down.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to brainstorm on types of migration.</li> <li>● Learners are guided to exchange new ideas as they research on the factors that influence migration in Africa and share in class.</li> <li>● In groups, learners are guided to develop posters to create awareness of the effect of population growth in the community.</li> <li>● Learners are guided to design charts on ways of coping with stress due to population growth and migrations.</li> <li>● In groups, learners are guided to discuss ways of managing stress resulting from the effects of rapid population growth.</li> </ul>	
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**Core Competencies:**

- **Self-Efficacy:** A learner develops self-confidence they find out and illustrate the demographic trends in Kenya and display it in class for peer assessment.
- **Creativity and Imagination:** A learner exchange new ideas as they research on the factors that influence migration in Africa.

**Pertinent and Contemporary Issues (PCIs):**

- **Environmental Education:** A learner demonstrates knowledge on their environment as they find out and illustrate the demographic trends in Kenya.

**Values:**

- **Unity:** A learner exhibits team spirit in developing posters to create awareness on the effects of population growth in the community.
- **Love:** A learner exhibit respect for others when working in groups during brainstorming on causes of population growth in Africa.

**Link to other Subjects:**

**Mathematics:** A learner apply calculating skills when working out demographic trends in Kenya using recent census data.

**Suggested Learning Resources:**

- Digital resources with assistive technology, braille or print resources and posters.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 People and Relationships</b>	<b>3.5 Diversity and interpersonal skills</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explore social cultural diversities in Kenya,</li> <li>b) explain ways of building a healthy self-esteem in social cultural diversity and inclusion,</li> <li>c) describe the impact of emotions on self and others,</li> <li>d) manage peer pressure in a culturally diverse environment,</li> <li>e) Appreciate social cultural diversities in Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to exhibit respect for fellow citizens as they discuss the social cultural diversities in Kenya.</li> <li>● Learners are guided to explore their own beliefs and those of others as they discuss personal and social cultural factors that influence social cohesion.</li> <li>● With peers, learners are guided to use digital devices with assistive technology, print or braille material to find out how to improve one’s self-esteem and share the findings in class.</li> <li>● Learners guided to watch or listen to audio-visual clips on ways of handling</li> </ul>	<p>How can we demonstrate respect and appreciation of Social Cultural Diversity and Inclusion?</p>

			<p>different emotional states and share experiences,</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to engage a resource person to talk about managing effects of emotions in a diversified environment,</li> <li>● In groups, learners are guided to role play ways of managing peer pressure.</li> <li>● Learners are guided to act out skits on social cultural diversity and inclusion.</li> <li>● In groups, learners compose communication messages on social cultural diversities in Kenya and share in class.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: A learner develops self-confidence when role playing ways of managing peer pressure and skits on social cultural diversity and inclusion.</li> <li>● Citizenship: A learner explores their own beliefs and those of others as they carry out group discussion on social cultural diversity in Kenya.</li> </ul>				



**Values:**

- Patriotism: A learner exhibits respect for fellow citizens as they discuss socio-cultural diversities in Kenya.
- Love: A learner avoids inflicting emotional pain on others when roleplaying expressions of different emotions.

**Pertinent and Contemporary Issues (PCIs):**

- Social cohesion: A learner works together harmoniously when role playing to express different emotions.
- Ethnic and Racial Relation: A learner respects and accepts heterogeneity as they discuss personal and social cultural factors that influence social cohesion.

**Link to other Subjects**

**English:** A learner uses writing skills as they compose communication messages on social cultural diversities in Kenya.

**Suggested Learning Resources:**

Digital devices with assistive technology, Print, braille resources, Approved social studies textbooks, audio-visual clips,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 People and Relationships</b>	<b>3.6 Peaceful Conflict Resolutions</b> <ul style="list-style-type: none"> <li>● Negotiation</li> <li>● <i>Mediation</i></li> <li>● <i>Arbitration</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify situations that lead to conflicts in the family,</li> <li>b) apply peaceful ways of resolving conflicts in the family,</li> <li>c) design strategies for effective communication in resolving conflicts,</li> <li>d) build healthy relationships to promote peace in the family,</li> <li>e) show empathy with victims of conflicts in the family,</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to discuss and present situations that may lead to conflicts in a family.</li> <li>● Learners are guided to use digital devices with assistive technology to research online on peaceful ways of resolving conflicts in the family and share in class.</li> <li>● In groups, learners are guided to role play different peaceful ways of resolving conflicts and peer assess the role play scenarios</li> <li>● Learners are guided to role play peace building scenarios in class.</li> <li>● In groups, learners are guided to use digital</li> </ul>	How can resolving conflicts help us live peacefully in the community?

		<p>explore ways of empathizing with victims of conflict,</p> <p>f) appreciate the culture of peace in a family.</p>	<p>devices with assistive technology to watch/listen signed audio-visual clips on various ways of empathizing with victims of conflict and write an essay.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to use digital device with assistive technology, print or braille resources to research ways of building healthy relationships</li> <li>● With peers, learners are guided to compose and recite poems on the importance of peace in the family and present in class.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: A learner develops digital technology skills as they use digital devices to research online on peaceful ways of resolving conflicts in the family.</li> </ul>				

- Self-Efficacy: A learner uses effective communication skills as they present their research findings in class.
- Communication and Collaboration: A learner speaks and signs clearly during group discussion on situations that may lead to conflicts in a family.

**Values:**

Peace: A learner enhances the skill of resolving differences as they research online on peaceful ways of resolving conflicts in the family.

Unity: A learner displays team spirit as they work in groups to compose poems on the importance of peace in the family and present in class.

Love: A learner empathy is enhanced as they watch signed audio-visual clips on various ways of empathizing with victims of conflict.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: A learner works together harmoniously when role-playing peace-building scenarios.

**Link to other Subjects:**

- English, Kiswahili and Kenya Sign Language: A learner applies language skills when discussing and presenting on situations that may lead to conflicts.

**Suggested Learning resources:**

- Digital devices with assistive technology, print resources, approved social studies textbooks and audio-visual clips,

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explore the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity in depth.	Explores the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity leaving out some details.	Explores the scientific theory about human origin on formation of personal identity leaving out many details.
Ability to identify situations that may lead to conflicts in family.	Identifies six situations that may lead to family conflicts.	Identifies five situations that may lead to conflicts in the family.	Identifies three or four situations that may lead to conflicts in the family.	Identifies one or two situations that may lead to conflicts in the family with prompts
Ability to describe peaceful ways of resolving conflicts in the family.	Describes seven peaceful ways of resolving conflicts in the family.	Describes six peaceful ways of resolving conflicts in the family.	Describes three to five peaceful ways of resolving conflicts in the family.	Describes one or two peaceful ways of resolving conflicts in the family.
Ability to describe the Swahili civilization along the East African coast.	Describe five ways of Swahili civilization along the East African coast with concrete	Describes four ways of Swahili civilization along the East African coast.	Describes two or three ways of Swahili civilization along the East African coast.	Describe one way of civilization along the East African coast with prompts.

	examples.			
Ability to describe the organization of Trans-Saharan slave trade in Africa.	Describes five organization of Trans-Saharan slave trade in Africa in details.	Describes four organization of Trans-Saharan slave trade in Africa.	Describes three or two organization of Trans-Saharan slave trade in Africa.	Describes one organization of Trans-Saharan slave trade in Africa.
Ability to outline effects of Trans-Saharan slave trade in Africa.	Outlines seven effects of Trans-Saharan slave trade in Africa.	Outlines six effects of Trans-Saharan slave trade in Africa.	Outlines three to five effects of Trans-Saharan slave trade in Africa.	Outlines one or two effects of Trans-Saharan slave trade in Africa.
Ability to examine types and effects of migration in Africa.	Examines five types and effects of migration in Africa.	Examines four types and effects of migration in Africa.	Examines two or three effects of migration in Africa.	Examines one effect of migration in Africa with prompts.
Ability to explain ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains seven ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains six ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains three to five ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains one or two ways of building a healthy self-esteem in social cultural diversity and inclusion with prompts.
Ability to describe the impact of emotions on self and others.	Describes six impacts of emotions on self and others.	Describes five impacts of emotions on self and others.	Describes three or four impacts of emotions on self and others.	Describes one or two impact of emotions on self and others with assistance.

Ability to identify situations that may lead to conflicts in family.	Identifies six situations that may lead to conflicts in the family.	Identifies five situations that may lead to conflicts in the family.	Identifies three or four situations that may lead to conflicts in the family.	Identifies one or two situations that may lead to conflicts in the family.
Ability to locate where prehistoric human remains were discovered in Africa.	Locates five places where prehistoric human remains were discovered in Africa.	Locates four places where prehistoric human remains were discovered in Africa.	Locates two or three places where prehistoric human remains were discovered in Africa.	Locates one place where prehistoric human remains were discovered in Africa.

#### **STRAND 4 .0: NATURAL AND HISTORIC BUILT ENVIRONMENTS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 Natural and Historic Built Environments</b>	<b>4.1 Map Reading and Interpretation</b>	By the end of the Sub Strand, the learner should be able to: a) interpret maps using marginal information, b) calculate areas of places on a map using scales, c) describe the different methods of representing	<ul style="list-style-type: none"> <li>• In groups, learners are guided to discuss the marginal information on a map and present it in class.</li> <li>• Learners are guided to study visual or tactile topographical maps to</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we measure distance on a map?</li> <li>2. How can critical thinking be used in map interpretation?</li> </ol>

		<p>physical features on topographic maps,</p> <p>d) apply critical thinking skills in map reading and interpretation,</p> <p>e) value map reading and interpretation in day- to - day life</p>	<p>identify the marginal information.</p> <ul style="list-style-type: none"> <li>● In groups, learners brainstorm on types and uses of scales (<i>Statement scale, linear scale, and Representative fraction scale</i>) and present in class.</li> <li>● With peers, learners are guided to practice scale conversions on a topographical map and peer assessment.</li> <li>● Learners with low vision are guided to use a ruler or string or a piece of paper to measure distances on a topographical map, while learners with blindness are given one on one and hands on demonstration alongside</li> </ul>	
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			<p>verbal description on how to measure distances on a topographical map.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to practice measuring distances on a topographical map and share in class.</li> <li>• In groups, learners are guided to calculate the area of different places on a topographical map and share in class.</li> <li>• With peers, learners are guided to carry out research on methods of representing physical features (<i>drainage, relief features and vegetation</i>) and share in class</li> <li>• Learners with low vision are guided to draw diagrams of the relief and drainage features on a topographical map, while</li> </ul>	
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			<p>learners with blindness are provided with tactile representation of diagrams of the relief and drainage features on topographical maps alongside verbal explanation to describe the element of the diagram. For example, interpretation of the contour lines and other symbols to present terrains.</p> <ul style="list-style-type: none"> <li>• Learners use print, braille or digital resources with assistive technology search for essential critical thinking skills necessary for map interpretation (observation, analysis, communication, inference).</li> <li>• Learners are guided to practice how to identify physical features on a topographical map.</li> </ul>	
<b>Core Competencies:</b>				

- Creativity and Imagination: A learner enhances skills of making connections as they practice scale conversions on a topographical map.
- Critical thinking and problem solving: A learner develops interpretation skills as they use print, braille or digital resources with assistive technology search skills necessary for map interpretation.
- Digital Literacy: A learner develops digital technology skills as they use digital devices with assistive technology to search for essential critical thinking skills necessary for map interpretation.

**Values:**

- Unity: A learner collaborate with others in practicing scale conversions on a topographical map.
- Responsibility: A learner undertakes the research task to find out the different methods of representing physical.

**Pertinent and Contemporary Issues (PCIs):**

- Social Cohesion: A learner works harmoniously in groups to practice scale conversions on a topographical map.
- Critical thinking: A learner use critical thinking skills necessary for map interpretation.

**Link to other subjects:**

- Creative Arts: drawing: A learner apply drawing skills in drawing diagrams of the relief and drainage features on a topographical map.
- Mathematics: A learner applies calculation skills in working out the area of different places on a topographical map.

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources, audio visual clips.



Strand	Sub Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Natural and Historic Built Environments</b>	<b>4.2 Weather and Climate</b> <i>Desert</i> <i>Semi-desert</i> <i>Tropical</i> <i>Mediterranean</i> <i>Mountain</i>	By the end of the Sub Strand, the learner should be able to: a) examine the factors influencing weather and climate in Africa, b) illustrate the distribution and characteristics of major climatic regions of Africa (for learners with low vision), c) Describe the distribution and characteristics of major climatic regions of Africa (for learners with blindness), d) explore positive	<ul style="list-style-type: none"> <li>● In groups, learners are guided to use print, braille or digital resources with assistive technology to research on the factors influencing weather and climate in Africa and share in class.</li> <li>● Learners with low vision are guided to draw a map of Africa and indicate the major climatic regions (<i>desert, semi-desert, tropical, mediterranean and mountain</i>) and display it in class, while learners with blindness are provided with a tactile map of Africa indicating the major climatic regions to explore and write down.</li> <li>● In groups, learners are guided to watch or listen to an audio visual clip, or use print and braille materials to research on</li> </ul>	<ol style="list-style-type: none"> <li>1. How does climate change affect human activities?</li> <li>2. How can one manage stress during disasters?</li> </ol>

		<p>ways of managing stress during disasters caused by climate change,</p> <p>e) apply problem solving skills in addressing effects of climate change on the environment,</p> <p>f) recognise the effects of weather and climate on human activities.</p>	<p>the distribution and characteristics of major climatic regions of Africa (<i>desert, semi-desert, tropical, mediterranean and mountain</i>) and make short notes.</p> <ul style="list-style-type: none"> <li>● Learners are guided to brainstorm on the causes and effects of climate change and share in class.</li> <li>● Learners are guided to perform a skit on problem solving skills to address effects of climate change.</li> <li>● Learners are guided to engage with a resource person to discuss the effects of weather and climate on personal well-being and human activities and make notes.</li> </ul>	
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**Core competencies:**

Critical Thinking and Problem Solving: A learner acquire active listening and communication skill as they engage a resource person to assist in a discussion on the effects of weather and climate in human activities.

**Values:**

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

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to other subjects:**

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

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources, audio visual clips.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 Natural and</b>	<b>4.3 Vegetation</b>	By the end of the Sub Strand, the learner	<ul style="list-style-type: none"> <li>● In groups, learners are</li> </ul>	1. Why should we care for vegetation in our

<p><b>Historic Built Environments</b></p>	<p><b>in Africa</b></p>	<p>should be able to:</p> <ol style="list-style-type: none"> <li>explain factors influencing vegetation distribution in Africa,</li> <li>describe the characteristics of major vegetation regions of Africa on the map,</li> <li>locate the major vegetation regions of Africa,</li> <li>apply methods of conserving vegetation in the community,</li> <li>explore personal interest on conservation of vegetation for career choice,</li> <li>appreciate vegetation conservation within the environment.</li> </ol>	<p>guided to brainstorm in groups factors influencing vegetation in Africa and do a presentation in class.</p> <ul style="list-style-type: none"> <li>Learners are guided to carry out a field excursion of the immediate environment and identify the different types of vegetation.</li> <li>Learners are guided to use print, braille or digital resources with assistive technology to find out the vegetation regions in Africa.</li> <li>Learners are guided to use print, braille or digital resources with</li> </ul>	<p>environment?</p> <ol style="list-style-type: none"> <li>How should we care for vegetation in our environment?</li> </ol>
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			<p>assistive technology to identify the characteristics of vegetation in Africa.</p> <ul style="list-style-type: none"><li>● In groups, learners with low vision are guided to develop self-confidence as they draw the map of Africa and indicate the vegetation regions, while learners with blindness are provided with a tactile map to explore alongside verbal description of vegetation regions and write them down.</li><li>● Learners are guided to create posters or braille posters on methods of conserving vegetation in the locality and display them on the notice board for peer</li></ul>	
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			<p>review.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to write essays on ways of caring for vegetation in the school community.</li> <li>● Learners are guided to debate on the importance of vegetation in the community and make short notes.</li> </ul>	
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: A learner develops speaking skills during debate on the importance of vegetation in the community.</li> <li>● Citizenship: A learner enhances skills of caring for the environment during creation posters on methods of conserving vegetation in the locality.</li> <li>● Digital Literacy: A learner interact with digital technology as they use digital devices to accomplish the task of finding out the vegetation regions in Africa.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: A learner display team spirit when carrying out a field excursion of the immediate environment and identify the different types of vegetation.</li> </ul>				

- Responsibility: A learner engages in the role of writing essays on ways of caring for vegetation in the school community.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Education: A learner participates in debating on the importance of vegetation in the community.

**Link to other subjects:**

- Agriculture: A learner applies methods of conserving vegetation in the locality.
- Integrated Science: A learner identifies the different types of vegetation during field excursions.

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources, audio visual clips.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Natural and Historic Built Environments</b>	<b>4.4 Historical Sites and Monuments in Africa</b> <ul style="list-style-type: none"> <li>● <i>Fort Jesus</i></li> <li>● <i>Kilwa</i></li> <li>● <i>Great</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>locate selected historical sites and monuments in Africa,</li> <li>examine the importance of</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to use print, braille or digital resources with assistive technology to trace selected historical sites and monuments in Africa</li> </ul>	1. Why should we conserve historical sites and monuments?

	<p><i>Zimbabwe</i></p> <ul style="list-style-type: none"> <li>● <i>Giza pyramids</i></li> <li>● <i>Meroe</i></li> <li>● <i>Timbuktu</i></li> <li>● <i>Robben Island</i></li> </ul>	<p>historical sites and monuments for the preservation of cultural heritage,</p> <p>c) explore ways of conserving historical sites and monuments in Africa,</p> <p>d) apply creative thinking strategies to overcome challenges in conserving cultural heritage,</p> <p>e) desire to conserve historical sites and monuments in the locality in promoting cultural heritage.</p>	<p><i>(Fort Jesus, Kilwa, Great Zimbabwe, Giza pyramids, Meroe, Timbuktu, and Robben Island)</i> and present in class.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to draw a map of Africa and indicate the selected historical sites and monuments, while learners with blindness are provided with a tactile map of Africa indicating the selected historical sites and monuments to explore and share in class.</li> <li>● In groups, learners are guided to brainstorm on the importance of historical sites and monuments in Africa and share in class.</li> </ul>	
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			<ul style="list-style-type: none"><li>● Learners are guided to use print, braille or digital resources with assistive technology to find out ways of conserving historical sites and monuments and present them in class.</li><li>● In groups, learners are guided to discuss creative ways to preserve cultural heritage and make class presentations.</li><li>● Learners are guided to collect pictures and photographs and create an album of historical sites and monuments and display them in class. Learners with blindness to be paired with their sighted peers during the</li></ul>	
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			exercise and be given verbal descriptions on aspects that require the use of vision.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: A learner develops questioning skills using print, braille or digital resources with assistive technology to find out ways of conserving historical sites and monuments.</li> <li>● Citizenship: A learner develops the skill of information and communication by engaging in constructive dialogue when brainstorming in groups on the importance of historical sites and monuments in Africa.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: A learner display team spirit when brainstorming in groups on the importance of historical sites and monuments in Africa and share in class.</li> <li>● Patriotism: A learner demonstrates love for their own community by preserving cultural heritage.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Nationalism: A learner displays national pride when finding out ways of conserving historical sites and monuments.</li> <li>● Social cohesion: A learner works harmoniously as they use digital or print resources to find out ways of conserving historical sites and monuments and present them in class.</li> </ul>				
<p><b>Link to other subjects:</b> Creative Arts and Sports: A learner applies drawing skills when drawing a map of Africa and traces the selected historical sites and monuments.</p>				

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources, audio visual clips.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Ability to illustrate the distribution and characteristics of major climatic regions in Africa.	Illustrates five distributions and characteristics of major climatic regions in Africa.	Illustrates four distributions and characteristics of major climatic regions in Africa.	Illustrates two or three distributions and characteristics of some of the major climatic regions in Africa.	Illustrates one distribution of some of the major climatic regions in Africa.
Ability to explore the characteristics of major vegetation regions in Africa.	Explores five characteristics of major vegetation regions in Africa.	Explores four characteristics of major vegetation regions in Africa.	Explores two or three characteristics of major vegetation regions in Africa.	Explores one characteristic of major vegetation regions in Africa.
Ability to locate selected historical sites and monuments in Africa.	Locates five selected historical sites and monuments in Africa.	Locates four selected historical sites and monuments in Africa.	Locates two or three selected historical sites and monuments in Africa.	Locates one selected historical sites and monuments in Africa.

**STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>5.0 Political Developments and Governance</b></p>	<p><b>5.1 The Constitution of Kenya</b></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explore the components of the Constitution of Kenya,</li> <li>b) illustrate the roles of the three arms of government of Kenya in reference to the relevant chapters in the Constitution,</li> <li>c) examine the guiding principles of leadership and integrity in the Constitution of Kenya,</li> <li>d) apply assertiveness in the principles of leadership and integrity in daily interactions,</li> <li>e) exhibit good leadership intended in chapter six of the Constitution of Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to discuss the components of the Constitution of Kenya</li> <li>● With a peer, learners are guided to work harmoniously to create visual or tactile charts showing the three arms of government, their roles and interrelationships, and display them.</li> <li>● In group, learners are guided to display team spirit as they</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we need a constitution?</li> <li>2. Why is integrity important in national leadership?</li> <li>3. Why is assertiveness important in adhering to the Constitution of Kenya?</li> </ol>



			<p>brainstorm on the guiding principles of leadership and integrity in the Constitution of Kenya.</p> <ul style="list-style-type: none"><li>● In groups learners reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions.</li><li>● In groups or in pairs learners are guided to develop critical and constructive dialogue as they debate on whether or not</li></ul>	
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			leaders in Kenya adhere to their constitutional responsibilities.	
<p><b>Core Competencies:</b>  Citizenship: A learner develops Information and communication skills by engaging in a constructive dialogue when debating on whether or not leaders in Kenya adhere to their constitutional responsibilities.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: A learner show humility by working harmoniously with others to create visual or tactile charts showing the three arms of government, their roles and interrelationships.</li> <li>● Unity: A learner display team spirit when brainstorming in groups on the guiding principles of leadership and integrity in the Constitution of Kenya.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Good governance: A learner learns about guiding principles of leadership and integrity in the Constitution of Kenya when brainstorming in groups.</li> <li>● Social cohesion: A learner works harmoniously when creating charts in groups showing the three arms of government, their roles and interrelationships.</li> </ul>				

**Link to other subjects:**

- Kenyan Sign Language, English and Kiswahili: A learner applies speaking and listening skills when debating on whether or not leaders in Kenya adhere to their Constitutional responsibilities.
- Creative Arts and Sports: A learner applies drawing skills as they create charts showing the three arms of government, their roles and interrelationships.

**Suggested Learning Resources:**

Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources, and audio-visual clips.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Political Developments and Governance</b>	<b>5.2 Human Rights</b>	By the end of the Sub Strand, the learner should be able to: a) explore how human rights can be respected and protected in the community, b) describe the process of effective communication on human rights issues, c) outline the Children's Rights in Kenya,	<ul style="list-style-type: none"><li>● In groups, learners are guided to brainstorm on how human rights can be respected and protected in the community.</li><li>● With peers, learners are guided to role-play scenarios that depict</li></ul>	<ol style="list-style-type: none"><li>1. How can we promote respect for Children' Rights in the community?</li><li>2. How can effective communication foster respect for Human Rights?</li></ol>

		<p>d) demonstrate ways in which children are protected against violation of their Rights in Kenya,</p> <p>e) recognise the responsibility of the society in protecting human rights.</p>	<p>the process of effective communication on human rights issues.</p> <ul style="list-style-type: none"> <li>● Learners are guided to perform a skit depicting ways in which children are protected against violation of their rights.</li> <li>● In groups, learners are guided to use print, braille or digital resources with assistive technology to search and identify the rights of the child as stipulated in the Children’s Act 2022, and the African Charter on the rights and welfare of the child.</li> <li>● In groups, learners are</li> </ul>	
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			<p>guided to research on root causes, effects and possible solutions to the violation of human rights.</p> <ul style="list-style-type: none"> <li>● Learners are guided to design print or braille poster on root causes, effects and possible solutions to the violation of human rights and display in the class</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: A learner enhance social and civic skills when performing a skit depicting ways in which children are protected against violation of their rights.</li> <li>● Critical Thinking and Problem Solving: A learner enhances research skills when searching and identifying the rights of the child using digital or print resources.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Social Justice: A learner foster fairness and justice among peers when brainstorming on how human rights can be respected and protected in the community.</li> <li>● Respect: A learners exhibit value of human dignity when designing an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

- Good governance: A learner becomes aware of protection of children against violation of their rights.

**Link to other subjects:**

Religious Education: A learner apply knowledge on promoting human dignity in the society as they learn about human rights.

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources and audio-visual clips.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Political Developments and Governance</b>	<b>5.3 Citizenship</b>	By the end of the Sub Strand, the learner should be able to: a) describe qualities of a global citizen in the world today, b) explore ways in which Nobel Prize nominees responded to injustice situations in the society, c) exhibit social entrepreneurship and	<ul style="list-style-type: none"><li>• In groups, learners are guided to brainstorm on qualities and responsibilities of a global citizen in the world today.</li><li>• In groups, learners are guided to use print, braille or digital resources with assistive technology to find out the responsibilities of a global</li></ul>	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?

		<p>active participation for personal and social wellbeing,</p> <p>d) Show empathy to personalities who volunteer for addressing injustices in the society.</p>	<p>citizen.</p> <ul style="list-style-type: none"> <li>● Learners are guided to develop posters on responsibilities of a global citizen in the world today. Learners with blindness are guided to prepare braille cards on responsibilities of a global citizen in the world today.</li> <li>● In groups learners are guided to discuss factors for harmonious coexistence among citizens in East Africa and Africa.</li> <li>● Learners are guided to research on social entrepreneurship and active participation for personal and social wellbeing and write a report.</li> <li>● In groups, learners are guided to discuss desirable characteristics of the</li> </ul>	
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			<p>Nobel Prize nominees and ways of modeling them.</p> <ul style="list-style-type: none"> <li>● Learners are guided debate on differences and similarities about how (<i>Wangari Maathai</i> and <i>Mahatma Gandhi</i>) responded to injustice situations in society.</li> <li>● Learners are guided to set goals that go beyond their comfort zone as they visualize and share a depiction of themselves in 15 years' time enjoying their contribution as global citizens.</li> <li>● Learners are guided to write an essay on the importance of empathy to personalities who volunteer to address injustices in society.</li> <li>● Learners are guided to practice and sing the Eastern Africa (EAC) and</li> </ul>	
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			<p>African Union (AU) anthems.</p> <ul style="list-style-type: none"> <li>● In groups learners are guided to translate the EAC and AU anthems into indigenous languages and sing in class.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: A learner global awareness skills when debating on differences and similarities about how (<i>Wangari Maathai</i> and <i>Mahatma Gandhi</i>) responded to injustice situations in society.</li> <li>● Self-Efficacy: A learner enhances self-awareness and planning skills as they set goals that go beyond their comfort zone when visualizing and sharing a depiction of themselves in 15 years' time enjoying their contribution as global citizens.</li> </ul>				
<p><b>Values:</b></p> <p>Patriotism: A learner becomes aware of their own responsibilities in the society when describing the qualities and responsibilities of a global citizen.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Civic responsibility: A learner becomes aware about responsibilities of as global citizens when developing communication messages or posters on responsibilities of a global citizen in the world today</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Religious education: A learner gains more knowledge about factors for harmonious coexistence among citizens in East Africa and Africa.</li> </ul>				

- Creative arts: A learner applies singing skills when practicing and singing the Eastern Africa (EAC) and African Union (AU) anthems.

**Suggested Learning Resources:**

- Digital resources with assistive technology, Flip charts/manila papers, twines, glue, empty cartons, braille papers, Topographical Maps, Topographical tactile maps, Tactile cross section of topographical maps, Internet, Approved textbooks, other printed braille resources and audio-visual clips.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to explore the components of the Constitution of Kenya.	Explores five components of the Constitution of Kenya.	Explores four components of the Constitution of Kenya.	Explores two or three components of the Constitution of Kenya.	Explores one component of the Constitution of Kenya.
Ability to explore how human rights can be respected and protected in the community.	Explores five ways on how human rights can be respected and protected in the community with precise examples.	Explores four ways on how human rights can be respected and protected in the community.	Explores two or three ways on how human rights can be respected and protected in the community.	Explores one way on how human rights can be respected and protected in the community.
Ability to describe qualities of a global citizen in the world today	Describes seven qualities of a global citizen in the world today.	Describes six qualities of a global citizen in the world today.	Describes three to five qualities of a global citizen in the world today.	Describes one or two qualities of a global citizen in the world today.

## APPENDIX I: GUIDELINES ON COMMUNITY SERVICE LEARNING PROJECT

### Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none"><li>● Environmental degradation</li><li>● Lifestyle diseases, Communicable and non-communicable diseases</li><li>● Poverty</li><li>● Violence and conflicts in the community</li></ul>

	<ul style="list-style-type: none"> <li>• Food security issues</li> </ul>
Milestone 2	<p><b>Designing a solution</b> Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p><b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p><b>Implementation</b> The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p><b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learning from feedback.</p>
Milestone 6	<p><b>Reflection</b> Learners review all project work to learn from the challenges faced. 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>

**NOTE:** The milestones will be staggered across the 3 terms of the academic calendar.

### Assessment of CSL integrated Project

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured

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

	Sub Strand	Suggested Assessment methods	Suggested Learning Resources	Non-formal activities
<b>1.0 Social Studies Personal Management</b>	<b>1.1 Self Improvement 2 lessons</b>	<ul style="list-style-type: none"> <li>a) <b>Oral questions</b></li> <li>b) <b>Observation</b></li> <li>c) <b>Interviews</b></li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Approved textbooks</li> <li>● Approved digital learning resources</li> <li>● Relevant locally available materials</li> <li>● Watching relevant documentaries</li> </ul>	<ul style="list-style-type: none"> <li>● Composing and reciting poems on self-improvement</li> <li>● Role plays on self-improvement</li> </ul>
	<b>1.2 Self Esteem 2 lessons</b>	<ul style="list-style-type: none"> <li>a) Oral questions</li> <li>b) Observations</li> <li>c) Written tests</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Approved textbooks</li> <li>● Approved digital learning</li> </ul>	<ul style="list-style-type: none"> <li>● Composing and singing songs on self esteem</li> <li>● Creating posters or</li> </ul>

			<p>resources</p> <ul style="list-style-type: none"> <li>● Relevant locally available materials</li> <li>● Watching relevant documentaries</li> </ul>	<p>communication messages or videos on self esteem</p> <ul style="list-style-type: none"> <li>● Writing essays on self esteem</li> </ul>
<p><b>2.0</b> <b>Community Service Learning class project</b></p>	<p><b>2.1 Community Service Learning class project</b> <b>8 lessons</b></p>	<p>a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Checklist d) Project</p>	<ul style="list-style-type: none"> <li>● Locally available materials</li> <li>● Digital devices</li> <li>● Internet</li> <li>● Manila papers/carton boxes/used sacks</li> <li>● Marker pens</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Conducting a Community Service Learning project</li> <li>● Resource mobilisation</li> <li>● Marketing the project</li> <li>● Dissemination of CSL project</li> </ul>
<p><b>3.0</b> <b>People and Se</b></p>	<p><b>3.1 Scientific Theory about Human Origin</b> <b>6 lessons</b></p>	<p>a) Oral questions b) Written tests c) Project work d) Observation</p>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Maps</li> <li>● Digital resources</li> <li>● Charts, marker pens</li> <li>● Approved textbooks and other printed resources</li> <li>● Museums</li> </ul>	<ul style="list-style-type: none"> <li>● Composing and singing songs about human origin</li> <li>● Creating posters or communication messages or videos on human origin and share with the school community</li> <li>● Visiting a pre historic in Kenya or within locality</li> </ul>

	<b>3.2 Early Civilisation 8 lessons</b>	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Map of Africa</li> <li>● Marker pens</li> <li>● Manilla papers/old carton boxes</li> <li>Stickers/Flashcards</li> <li>● Internet resources</li> </ul>	<ul style="list-style-type: none"> <li>● Singing a song on the importance of cultural diversity in Africa</li> <li>● Drawing and displaying charts on migration routes.</li> </ul>
	<b>3.3. Trans Saharan Slave Trade 6 lessons</b>	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Map of Africa</li> <li>● Marker pens</li> <li>● Manilla papers/old carton boxes</li> <li>Stickers/Flashcards</li> <li>● Internet resources</li> </ul>	<ul style="list-style-type: none"> <li>● Compose poems on promoting social justice in society</li> <li>● Design taking walls with messages on eradicating slave trade in society</li> </ul>
	<b>3.4 Population Growth in Africa 6 lessons</b>	a) Oral questions b) Observation c) Written tests d) Checklists	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Flip charts/manila papers</li> <li>● Maps</li> <li>● Internet</li> <li>● Approved textbooks</li> </ul>	<ul style="list-style-type: none"> <li>● Designing posters/models of settlement patterns in Africa</li> </ul>
	<b>3.5 Diversity, Inclusion and Interpersonal Skills</b>	a) Oral Questions b) Teacher made tests c) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Flip charts/manila papers</li> <li>● Approved textbooks</li> <li>● Citizenship Education</li> </ul>	

	<b>10 lessons</b>	d) Checklist	Teachers Handbook ● Citizenship Education Guidelines	
	<b>3.6 Peace and Conflict Resolution 10 lessons</b>	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	● Digital resources ● Flip charts/manila papers ● Internet ● Approved textbooks ● Citizenship Education Teachers Handbook ● Citizenship Education Learners Activity Book ● Citizenship Education Guidelines.	● Conducting a civic dialogue with community members about the importance of valuing cultural diversity ● Initiating and organize family outings to discuss peace and family agreements ● Taking part in meetings with family and friends from different backgrounds/communities
<b>4.0 Natural and Built Environments</b>	<b>4.1 Map Reading and Interpretation 12 lessons</b>	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records	● Maps/Globe ● Vetted digital resources ● Educational computer games ● Approved textbooks and other printed resources	● Drawing a sketch map of the school compound ● Visiting sites for excursion (geographical, social and cultural



		f) Checklist	<ul style="list-style-type: none"> <li>● TV/video/films/slides/Internet sources/Radio programmes</li> <li>● Geometrical sets</li> </ul>	environments)
	<b>4.2 Weather and Climate 10 lessons</b>	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Realia</li> <li>● Maps/globe</li> <li>● Photographs, pictures and paintings</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> </ul>	<ul style="list-style-type: none"> <li>● Making a model of the internal structure of the earth</li> <li>● Conducting field work on effects of climate change</li> <li>● Visiting nearby weather station</li> </ul>
	<b>4.3 Vegetation in Africa 8 lessons</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Vetted digital resources, educational computer games</li> </ul>	Tree planting in the immediate environment

		<ul style="list-style-type: none"> <li>f) Anecdotal records</li> <li>g) Checklists</li> </ul>	<ul style="list-style-type: none"> <li>● Approved textbooks and other printed resources</li> <li>● TV/video/films/slides/Internet source/Radio</li> </ul>	
	<b>4.4</b> <b>Historical sites and monuments</b> <b>8 lessons</b>	<ul style="list-style-type: none"> <li>a) Oral Questions</li> <li>b) Teacher made tests</li> <li>c) Observation</li> <li>d) Project Work</li> </ul>	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Maps</li> <li>● Photographs and pictures of historical sites</li> <li>● Approved textbooks and other printed resources</li> </ul>	<ul style="list-style-type: none"> <li>● Conducting a trip to any historical site or monument.</li> <li>● Setting up a cultural corner in the school.</li> <li>● Establishing cultural days in school</li> </ul>
<b>5.0</b> <b>Political Development and Governance</b>	<b>5.1</b> <b>The Constitution of Kenya</b> <b>6 lessons</b>	<ul style="list-style-type: none"> <li>a) Oral questions</li> <li>b) Observations</li> <li>c) Written tests</li> <li>d) Journaling</li> </ul>	<ul style="list-style-type: none"> <li>● Internet and digital resources</li> <li>● Approved textbooks and other printed resources</li> <li>● The Constitution of Kenya</li> <li>● Citizenship Education Learners Activity Book</li> </ul>	Conducting research in the community on adherence of local leaders to the principles of leadership and integrity found in the Constitution of Kenya and share results with the community in barazas.
	<b>5.2</b> <b>Human Rights</b>	<ul style="list-style-type: none"> <li>a) Oral questions</li> <li>b) Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Posters</li> <li>● Flip charts/ Manilla papers</li> </ul>	<ul style="list-style-type: none"> <li>● Commemorating the day of the African</li> </ul>

	<b>8 lessons</b>	c) Written tests	<p>/Carton boxes</p> <ul style="list-style-type: none"> <li>● Approved textbooks and other printed resources</li> <li>● The Constitution of Kenya</li> <li>● Citizenship Education Learners Activity Book</li> </ul>	<p>Child</p> <ul style="list-style-type: none"> <li>● Listening to talks on universally shared human rights and values respective of progressive cultural context during assembly</li> <li>● Leading open forums in school to pass messages on human rights values</li> <li>● African Charter on the Rights of the Child</li> </ul>
	<b>5.3 Citizenship 10 lessons</b>	<p>a) Oral questions b) Observations c) Written tests</p>	<ul style="list-style-type: none"> <li>● Internet and digital resources</li> <li>● Flip charts/Manilla papers/used carton boxes</li> <li>● Photographs of the Nobel Prize nominees</li> <li>● Masking tapes</li> <li>● Marker pens/pencils</li> <li>● TV/Video /Radio</li> <li>● Approved textbooks and other printed resources</li> <li>● The Constitution of Kenya</li> <li>● The East African and African Union anthems</li> </ul>	<ul style="list-style-type: none"> <li>● Visiting children office within their locality to learn about child protection</li> <li>● Composing poems on global citizenship</li> <li>● Developing posters on the qualities of global citizens and post them at strategic positions in the school</li> <li>● Preparing scrapbooks to write down on the local, national, regional, and global issues affecting</li> </ul>

			<ul style="list-style-type: none"><li>● Citizenship Education Teachers Handbook</li></ul>	<p>people in the form of a story</p> <ul style="list-style-type: none"><li>● Celebrating World Day on Social Justice</li></ul>
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