



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 9

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

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

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

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

PREFACE

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

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

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

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

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

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

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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LESSON ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfillment

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

iv) Promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues 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 in the society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

Social Studies is anchored on the tenets of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Goals of Education, and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with the Africa Agenda 2063 and the Strategic Objective 10 of the Continental Education Strategy for Africa (2016-2025), that envisions “an integrated, prosperous and peaceful Africa”. In addition, Social Studies addresses the 2017 African Union (AU) Ministers of Education decision to integrate general history of Africa in school curricula and aspirations of SDG 4: Target 7 and Goal16. It is also anchored on the National Education Sector Strategic Plan (2018-2022), which builds on the successes and challenges of previous sectoral plans, champions a value-based education system and the need to transmit life skills, principles and values for personal, social and economic development.

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

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

STRAND 1.0: SOCIAL STUDIES AND CAREER DEVELOPMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Social Studies and career development</p>	<p>1.1 Pathway Choices</p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify factors to consider in the selection of a pathway, b) examine requirements for different pathways at senior school c) appreciate the need for choosing a pathway in senior school. 	<ul style="list-style-type: none"> ● In pairs, learners brainstorm the meaning of a career path. ● In groups or in pairs, learners engage a resource person to identify factors to consider in the selection of a career pathway. ● In pairs learners use digital devices with assistive technology/print materials to listen/watch documentaries on factors to consider in the selection of a career pathway. ● In pairs, learners with low vision create and display charts with pathways and their respective requirements. Learners with blindness 	<p>Why should one make a pathway choice?</p>

			<p>prepare portfolios showing career pathways.</p> <ul style="list-style-type: none"> ● In groups or in pairs, learners create and display poster pathways and their respective requirements using locally available resources. ● In groups, learners search using ‘digital device with assistive technology/print resources for requirements for different pathways at senior school ● In groups or in pairs, learners compose and recite poems on pathway choices. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Learning to learn: learners engage resource person to discuss the factors to consider in making pre career choices for selection of pathways. 				
<p>Values:</p>				

- Responsibility: learners demonstrate responsibility while using digital devices/print materials to watch documentaries on factors to consider in the selection of a career pathway.

Pertinent and Contemporary Issues (PCIs):

- Career Guidance :as they search for importance pre career choices for promotion of informed choices;

Link to other learning areas:

- English/Kiswahili language: learners will use writing and reading while composing and reciting poems on the importance of pre-career knowledge for posterity.

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Social Studies and Career development	1.2 Pre-career choices	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain the importance of pre-career choices in life,</p> <p>b) illustrate ways of assessing career readiness for senior school,</p> <p>c) appreciate the value of pre-career readiness for learners in senior.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm the meaning of pre-career choice. ● Learners are guided to engage a career expert to discuss importance of pre-career choices in life. ● In groups, learners are guided to search from a digital device with assistive technology/print/braille and make presentations on ways for assessing career readiness for senior school. ● In groups or with peers, learners are guide to role play or participate in career modeling sessions to showcase 	<p>How does career modeling inspire one for their future careers?</p>

			uniqueness of different careers.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and Imagination: learners will apply creativity and imagination role play or participate career modeling sessions to showcase uniqueness of different careers. 				
Values:				
<ul style="list-style-type: none"> ● Responsibility: Learners will exercise responsibility as they engage a career expert to discuss importance of pre-career choices in life. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Career Guidance: Learners engage a career expert to discuss importance of pre-career choices in life. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● All learning Areas: learners will draw pathways in senior school for appropriate decision making. 				
Suggested Learning Resources:				
<ul style="list-style-type: none"> ● Resource persons, Digital resources, Charts, marker pens, Approved text books and other printed resources, Internet, Library resources 				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify factors to consider in the selection of a pathway.	Identifies six factors to consider in the selection of a pathway.	Identifies five factors to consider in the selection of a pathway.	Identifies four or three factors to consider in the selection of a pathway.	Identifies two or less factors to consider in the selection of a pathway.
Ability to illustrate ways of assessing career readiness for senior school.	illustrates six ways of assessing career readiness for senior school.	illustrates five ways of assessing career readiness for senior school.	illustrates three or four ways of assessing career readiness for senior school.	illustrates two or less ways of assessing career readiness for senior school.
Ability to explain the importance of pre-career choices in life.	Explains six importance of pre-career choices in life.	Explains five importance of pre-career choices in life.	Explains three or four importance of pre-career choices in life.	Explain two or less importance of pre-career choices in life.

STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, Learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design a solution, and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills, and attitudes acquired during Life Skills Education as well as other learning areas.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial literacy and entrepreneurship skills:** Learners will gain skills in wise spending, saving, and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution, and plan how the problem will be solved. They will then report on the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in society, research and brainstorm on solutions, and collaborate with the members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights, and privileges as citizens, giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more cohesive, peaceful, and inclusive society.
- vi) **Life skills:** Learners will develop life skills in the areas of self-awareness through self-exploration, decision-making, assertiveness, effective communication, problem-solving, and stress management.
- vii) **Community development:** Learners will be sensitised to the needs or gaps in the community, and empowered to take responsibility within their means for stronger and more resilient communities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Community Service-Learning Project</p>	<p>Community Service Learning</p> <p>Note:</p> <ul style="list-style-type: none"> ● Environmental degradation ● Lifestyle diseases ● Communicable and non-communicable diseases ● Poverty ● Violence in community ● Food security issues ● Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research, b) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) report and reflect on the concluded project, f) appreciate the need to belong to a community. 	<ul style="list-style-type: none"> ● In groups or with a peer learners are guided to brainstorm and identify problems/gaps/opportunities (pertinent and contemporary issues) in their class/school/community that need attention. ● In groups learners are guided to discuss and adopt one identified (problem/gap) for the class/group project and hence state the project title. ● Learners are guided to authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem). ● In groups, learners are guided to search, discuss and agree on an appropriate solution/way forward to address the identified problem and note down the 	<ol style="list-style-type: none"> 1. Why is it important to follow specific procedures when implementing a project? 2. Why is reflection important in a project?

	<p>their context and reality.</p>		<p>recommended/ proposed solution.</p> <ul style="list-style-type: none"> ● Learners are guided to discuss a plan of implementing the proposed solution, and note it down. ● In groups learners are guided to implement the plan prudently to address the identified problem. ● Learners are guided to reflect on the concluded project and submit a summary report/account to the CSL teacher. ● In groups learners are guided to reflect on the whole process and the lessons learnt in the concluded work. 	
<p>Key Component of CSL developed:</p> <ol style="list-style-type: none"> a) Identification of a problem in the community. b) Designing solution(s) to the identified problem. c) Planning to implement the solution. d) Implementing the plan to solve the problem. e) Conclude, reflect and report on the project/activity done. 				
<p>Core competencies to be developed:</p>				

- Communication and collaboration: Learners develop Teamwork skills as they discuss, brainstorm and consult on various project/activity processes in their class/school/community that need attention.
- Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.
- Creativity and imagination: Learners come up with creative ways of solving the identified problem in the community
- Critical thinking and problem-solving: Learners identify a community need or gaps and explore possible solutions to address the gaps.
- Digital literacy: Learners use digital Technology skills as they search for solutions to the identified problem in the community.
- Learning to learn: Learners gain new knowledge and skills as they discuss work together to address a community problem in the project.

Pertinent and contemporary issues:

- Social cohesion: Learners work together to discuss possible solutions to the identified issue in groups.
- Critical thinking: Learners discuss possible solutions to the identified problem in the community.

Values:

- Integrity: Learners carry out research using digital devices and print media and also use resources in the process of planning to address the community problem.
- Respect: Learners engage, discuss, search, plan for the project in the community.

Suggested assessment rubric				
Level Indicator	Exceeds expectation	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Identify problems in the community.	Identifies six problems in the community.	Identifies five problems in the community.	Identifies three or four problems in the community.	Identifies two or less problems in the community.
Ability to design a solution to the identified problem.	Design four solutions to the identified problem.	Design three solutions to the identified problem.	Design two solutions to the identified problem.	Design one or none resolution to the identified problem.

STRAND 3.0: PEOPLE AND RELATIONSHIPS

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 People and Relationships	3.1 Socio-Economic Practices of Early Humans - Early - Middle - Late	By the end of the Sub Strand, the learner should be able to: a) describe the socio-economic practices of early humans in Africa during the Stone Age period, b) examine different types of tools used by early humans during the Stone Age period, c) illustrate the tools used by early humans during the Stone Age period (for learners with low vision), d) describe the tools used by early humans during the Stone Age period (for learners with blindness), e) recognise Africa as the birthplace of human technology.	<ul style="list-style-type: none"> ● In groups, learners are guided to use print, braille or digital devices with assistive technology to research on socio- economic practices of early humans in Africa during the Stone Age period (Early, Middle and Late). ● Learners are guided to brainstorm on socio-economic practices of early humans during the Stone Age period and make notes (Early, Middle and Late). ● In groups, learners are guided to debate on the relevance of socio-economic practices of early humans to modern society. 	How do Socio-economic practices of early humans impact on modern society?

			<ul style="list-style-type: none"> ● Learners are guided to discuss the various types of tools used by early humans during the Stone Age period. ● Learners are guided to use appropriate digital resources with assistive technology to watch or listen to audio visual clips on various types of tools used by early humans during the Stone Age period. ● The learner with low vision is guided to draw the various types of tools used by early humans during the Stone age period while the learner with blindness is provided with realia of tools to tactually explore and describe. ● In groups learners are guided to engage a resource person to 	
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			discuss reasons why Africa is regarded as the birthplace of human technology.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners use digital devices with assistive technology to access relevant learning resources on socio-economic practices of early humans in Africa during the Stone Age period. ● Creativity and imagination: Learners explore new ideas as they discuss in groups the various types of tools used by early humans during the Stone Age period. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners observe safety precautions as they access relevant digital learning resources on socio-economic practices of early humans in Africa during the Stone Age period. ● Unity: Learners respect opinions of others as they brainstorm on socio-economic practices of early humans during the Stone Age period. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners collaborate with others to brainstorm on socio-economic practices of early humans during the Stone Age period. ● Effective communication: Learners engage a resource person to discuss reasons why Africa is regarded as the birthplace of human technology. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Kiswahili and English: Learners develop language skills as they brainstorm in groups on socio-economic practices of early humans during the Stone Age period. ● Agriculture: Learners will gain knowledge on farm tools as they discuss in groups the various types of tools used by early humans during the Stone Age period. 				

Suggested Learning Resources:

- Resource persons, maps, tactile maps, digital resources with assistive technology, charts, marker pens, approved textbooks and other printed or braille resources, internet, library resources, and artefacts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 People and Relationships	3.2 Indigenous Knowledge systems in African Societies -Agriculture -Medicine. -Climate -Technology -Education -Environmental -Conservation -Astronomy -Religion And -Arts (8lesson)	By the end of the Sub Strand, the learner should be able to: a) identify forms of indigenous knowledge systems in African societies for self-identity, b) explain how the indigenous knowledge systems were used for sustainability of life, c) use indigenous and modern knowledge systems to manage peer influence in the society, d) appreciate the indigenous knowledge systems in the society.	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on various forms of indigenous knowledge systems in African societies (agriculture, medicine, climate, technology, education, environmental conservation, astronomy religion and arts). ● Learners are guided to discuss traditional and modern ways of managing peer influence in the society, make notes and present. ● In groups, learners are guided to use digital devices with assistive technology to research on how the indigenous knowledge system was 	How does indigenous knowledge impact modern society?

			<p>used in the traditional African society.</p> <ul style="list-style-type: none"> ● Learners are guided to debate on how indigenous knowledge systems are applied in various fields in Africa as they respect others' ideas. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learners develop negotiation skills as they describe the procedure followed in traditional and modern ways of managing peer influence in the society, make notes and present. ● Communication and collaboration: Learners develop Listening skills as they recognize the value of others' ideas during debate on how indigenous knowledge systems are applied in various fields in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners are aware of their own culture as they debate on application of the indigenous knowledge systems in the traditional African society. ● Respect: Learners appreciate diverse opinions as they brainstorm in groups on various forms of knowledge systems in traditional African society. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners work together to brainstorm on various forms of knowledge systems in traditional African society. ● Self-awareness: Learners debate on how indigenous knowledge systems are applied in various fields in Africa. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Integrated Science: Learners brainstorm in pairs on various forms of indigenous knowledge systems in African societies such as agriculture, medicine, climate, technology, education, environmental conservation, astronomy religion and arts. 				

- English, Kiswahili, indigenous Language and Kenyan Sign Language: Learners develop language skills as they brainstorm in pairs on forms of knowledge systems in traditional African society.

Suggested Learning Resources:

- Digital resources with assistive technology, Map of Africa, Tactile map of Africa, Marker pens, Manilla papers, Stickers/Flash cards, Internet resources, Approved textbooks and other printed or braille resources.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 People and Relationships	3.3 Poverty Reduction	By the end of the Sub Strand, the learner should be able to: a) explain causes of poverty in Africa, b) examine the effects of over exploitation of natural resources on poverty in Africa, c) apply problem solving skills to reduce poverty in the community, d) recognize poverty reduction strategies in society.	<ul style="list-style-type: none"> In groups learners are guided to brainstorm on the causes of poverty in Africa and present the results in class. Learners are guided to discuss problem solving skills to reduce poverty in the community and present in class for peer review. Learner is guided to interact with digital devices with assistive technology, print or braille resources to explore home grown practical solutions to poverty reduction. 	<ol style="list-style-type: none"> Why should we use resources sustainably? How does prudent utilization of resources help to reduce poverty in the society?

			<ul style="list-style-type: none"> ● In groups learner is guided to engage a resource person. observe tolerance, express and understand different viewpoints on home-grown practical solutions to poverty reduction. ● Learners are guided to discuss the effects of over exploitation of natural resources on poverty in Africa. ● In groups learners are guided to compose and sing songs or recite poems on sustainable use of resources in the community. ● Learners with low vision are guided to create posters while the learner with blindness is guided to make braille cards on sustainable use of resources in the community. ● Learner is guided to watch or listen to audio visual 	
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			documentaries on solutions to poverty reduction and write a report.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Digital literacy: Learners develop technology skills as they use print or digital resources with assistive technology to explore home-grown practical solutions to poverty reduction. ● Citizenship: Learners develop Information and communication skills as they show tolerance, express and understand different viewpoints and engage with a resource person on home-grown practical solutions to poverty in the community. 				
Values:				
<ul style="list-style-type: none"> ● Responsibility: Learners engage in assigned roles as create posters on sustainable use of resources in the community. ● Social justice: Learners share relevant learning resources equitably as they use print or digital resources to explore home-grown practical solutions to poverty reduction. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Poverty reduction: Learners engage with a resource person on practical solutions to poverty reduction and as they compose and sing songs / recite poems on sustainable use of resources in the community. ● Environmental education: Learners discuss on the effects of over exploitation of natural resources on poverty in Africa. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Home Science/agriculture: Learners engage with a resource person on home-grown practical solutions to poverty reduction. ● Creative Arts: Learners compose and sing songs / recite poems on sustainable use of resources in the community. 				
Suggested Learning Resources:				
Chart, embossed charts, audio visual, maps, tactile maps, photographs, and internet.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 People and relationships	3.4 Population Structure - Kenya - Germany <i>(9 Lessons)</i>	By the end of the sub strand, the learner should be able to: a) identify sources of population data in a country, b) explain factors determining population structure in Kenya and Germany, c) construct age sex population pyramids of developed and developing countries (for learners with low vision), d) interpret tactile graph of age sex population pyramids of developed and developing countries (for learners with blindness), e) determine the significance of population structure in distribution of national resources in a society,	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on sources of population data (Kenya and Germany) make notes and present. ● Learners are guided to engage a resource person, to discuss factors determining population structure in Kenya and Germany. ● Learners are guided to use digital devices with assistive technology, print or braille resources to identify factors determining population structure in Kenya and Germany. 	Why is the population structure of a country important?

		<p>f) appreciate the significance of population structure in distribution of national resources in a society.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to draw an age-sex population pyramid of developed and developing countries (Kenya and Germany). ● Learners with blindness are guided to explore and interpret the provided tactile graph of age-sex population pyramids of developed and developing countries (Kenya and Germany). ● In groups learners are guided to collaboratively discuss the significance of population structure in distribution of national resources in a society. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learners develop Connections skills as they undertake the task of drawing and displaying in class as they draw the population structure of Kenya and Germany. 				

- Learning to learn: Learners work collaboratively in groups as they discuss the significance of population structure in distribution of national resources in a society.

Values:

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

Pertinent and Contemporary Issues (PCIs):

- Good governance: Learners acquire knowledge on population structure of Kenya and Germany.
- Effective Communication: Learners discuss in groups the significance of population structure in distribution of national resources in a society.

Link to other learning areas:

- Mathematics: Learners draw and display in class population structure of Kenya, Germany and South Korea.
- English, Kiswahili, indigenous Language and Kenyan Sign Language: Learners communicate effectively as they discuss in groups the significance of population structure in distribution of national resources in a society.

Suggested Learning Resources:

- Digital resources with assistive technology, Flip charts, Manila papers, Maps, Tactile Maps, Internet, Approved textbooks and other printed or Braille resources.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.5 Peace and Non-violent Conflict Resolution.	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain types of peace for sustainable social interactions, b) identify barriers to conflict resolution in day to day lives, c) explore ways of managing emotions for promotion of peace in the community, d) apply emotional intelligence for peaceful conflict resolutions in the community, e) embrace peace initiatives and agreements at the community level for harmonious living. 	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on types of peace in the society such as personal, cultural and share, ● Learners are guided to discuss a conflict and write down on different cards what they think are the: (root causes, core problem, effects of the conflict, possible solution), ● In groups learners are guided to use digital devices with assistive technology or relevant resources to search for information on ways of overcoming barriers to conflict resolution and present, ● Learners are guided to discuss ways of managing emotions by exploring problems and analysing 	How can we promote peace in the community?

			<p>pros and cons of possible solutions to promote peace in the community.</p> <ul style="list-style-type: none"> ● In groups learners are guided to engage a resource person to discuss traditional and modern ways of managing peer influence for promotion of peace in the community. ● Learners are guided to listen to a talk by a resource person on how to apply emotional intelligence to maintain peace in the community. ● In groups learners are guided to role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living. ● In groups learners are guided to compose songs or poems on non - violent 	
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			conflict resolution in the community.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and imagination: Learners develop Networking skill as they search, explore and compose songs or poems on nonviolent conflict resolution in the community. ● Critical Thinking and Problem Solving: Learners develop Open-mindedness and creativity skills as they explore problems by analysing pros and cons of possible solutions and discuss causes and resolutions to conflicts in the community. 				
Values:				
<ul style="list-style-type: none"> ● Peace: Learners display calmness as they discuss ways of managing emotions to promote peace in the community, ● Integrity: Learners exhibits fairness as they role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Social cohesion: Learners work together and discuss causes and resolutions to conflicts in the community. ● Self Esteem: Learners compose songs or poems on non - violent conflict resolution in the community. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Creative Arts: Learners compose songs or poems on non-violent conflict resolution in the community, ● Religious Education: Learners role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living. 				
Suggested Learning Resources:				
Digital resources with assistive technology, flip charts, embossed charts, manilla papers, braille papers, braille machine, approved textbooks and other printed or braille resources.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.6 Healthy relationships in the Community -Effective communication -negotiation skills -empathy -assertiveness	By the end of the Sub Strand, the learner should be able to: a) explain ways of sustaining healthy relationships in the community, b) explore barriers to harmonious relationships in the community, c) use strategies to overcome barriers to healthy relationships, d) Appreciate the need for healthy relationships in the community.	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on ways of sustaining healthy relationships in the community. ● Learners are guided to discuss barriers to harmonious relationships. ● Learners are guided to watch or listen to video clips on barriers to healthy relationships and write a report. ● In groups learners are guided to use digital devices with assistive technology, print or braille resources to research on strategies of overcoming barriers to healthy relationships (effective communication, negotiation skills, empathy, assertiveness). 	How can we promote healthy relationships in the community?

			<ul style="list-style-type: none"> ● In groups, learners are guided to role play scenarios that depict effective communication, negotiation skills, empathy, and assertiveness in overcoming barriers to healthy relationships. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners develop Teamwork skills as they Contribute to group decision making by participating actively in the discussion on barriers to harmonious relationships. ● Creativity and imagination: Learners develop connections skills as they undertake tasks of role-playing scenarios that depict effective communication, negotiation skills, empathy, assertiveness in overcoming barriers to healthy relationships. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Learners respect self and others as they role play scenarios that depict effective communication, negotiation skills, empathy, and assertiveness in overcoming barriers to healthy relationships. ● Unity: Learners strive to achieve common goals as they discuss barriers to harmonious relationships. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners work together and discuss in groups barriers to harmonious relationships. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Creative Arts: Learners role play scenarios that depicts effective communication, negotiation skills, empathy, assertiveness in overcoming barriers to healthy relationships. ● English/Kiswahili/KSL: Learners brainstorm in pairs ways of sustaining healthy relationships in the community. 				

Suggested Learning Resources:

Digital resources with assistive technology, flip charts, embossed charts, manilla papers, braille papers, braille machine, approved textbooks and other printed or braille resources.

Suggested assessment rubric

Level Indicator	Exceeds expectation	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine different types of tools used by early humans during the Stone Age period	Examines six different types of tools used by early humans during the Stone Age period.	Examines five different types of tools used by early humans during the Stone Age period.	Examines three or four different types of tools used by early humans during the Stone Age period.	Examines two or less different types of tools used by early humans during the Stone Age period.
Ability to explain how the indigenous knowledge systems were used for sustainability of life	Explains six ways how the indigenous knowledge systems were used for sustainability of life.	Explains five ways how the indigenous knowledge systems were used for sustainability of life.	Explains three or four ways how the indigenous knowledge systems were used for sustainability of life.	Explains two or less ways how the indigenous knowledge systems were used for sustainability of life.
Ability to explain causes of poverty in Africa	Explains six causes of poverty in Africa and proposes solutions.	Explains five causes of poverty in Africa.	Explains three or four causes of poverty in Africa.	Explains two or less causes of poverty in Africa.
Ability to explain factors determining population structure in Kenya and Germany	Explains six factors determining population structure in Kenya and Germany.	Explains five factors determining population structure in Kenya and Germany.	Explains three or four factors determining population structure in either Kenya or Germany.	Explains two or less factors determining population structure in Kenya and Germany.

Ability to identify barriers to conflict resolution in day-to-day lives	Identifies six barriers to conflict resolution in day-to-day lives.	Identifies five barriers to conflict resolution in day-to-day lives.	Identifies three or four barriers to conflict resolution in day-to-day lives.	Identifies two or less barriers to conflict resolution in day-to-day lives.
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STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments	4.1 Topographical maps <i>(8 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) describe human activities on topographical maps, b) use creative and critical thinking skills to enlarge and reduce parts of topographical maps, c) illustrate cross-sections from topographical maps (for learners with low vision), d) Describe embossed cross-sections of topographical maps (for learners with blindness),	<ul style="list-style-type: none"> ● In groups, learners are guided to brainstorm on human activities that may be represented in a topographical map. ● The learner is guided to use digital devices with assistive technology, print or braille resources to find out how human activities are represented. ● Learners with low vision are guided to draw a sketch map to enlarge and reduce part of topographical maps and present to peers. Learners with blindness are provided 	Why are topographic maps important?

		<p>e) appreciate representation of human activities on topographical maps.</p>	<p>with tactile enlarged and reduced topographical maps and given verbal descriptions to compare the differences.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to draw cross-sections from topographical maps showing human activities and display it for peer assessment. Learners with blindness are provided with embossed cross-sections of topographical maps alongside verbal descriptions to explore and describe the cross-sections of the maps and make a class presentation for peer assessment. ● Learners with low vision are guided to display the cross-sections and take a gallery walk and peer assess, while learners with blindness display tactile enlarged and reduced topographical maps 	
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			and give description of the differences for peer assessment.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners to access digital learning resources submit work and share content as they find out how human activities are represented in topographical maps. ● Learning to Learn: Learners develop relationships as they brainstorm in groups on human activities that may be represented in a topographical map. 				
<p>values:</p> <ul style="list-style-type: none"> ● Integrity: Learners display honesty, share available resources amicably as they draw in pairs a sketch map to enlarge and reduce part of a topographical maps and present to peers. ● Love: Learners displays trustworthiness as they draw in pairs a sketch map to enlarge and reduce part of a topographical maps and present to peers. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self Esteem: Learners draw cross-sections from topographical maps showing human activities. ● Peer Teaching: Learners display the cross-sections and take a gallery walk and peer assess. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Creative arts: Learners draw in pairs a sketch map to enlarge and reduce part of a topographical maps and present to peers. ● Mathematics: Learners draw a cross-section from topographical maps showing human activities. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Approved textbooks and other printed or braille resources, photographs, pictures, embossed photographs, pictures, digital resources with assistive technology, library, and TV/video/films/slides/ Internet sources. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.2 Internal Land Forming Processes - rift valley - block mountain - faults (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore the types and causes of earth movements in the environment, b) explain the theories of continental drift and plate tectonics in the formation of continents, c) illustrate the formation of selected features due to faulting in the environment (for learners with low vision), d) Describe the formation of selected features due to faulting in the environment (for learners with blindness), e) explain the significance of faulting to human activities, f) recognise internal land forming processes in	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm the types and causes of earth movements and present in class. ● Learners are guided to conduct library research on types of faults in the environment and do a presentation in class. ● Learners are guided to use digital devices with assistive technology to print or braille resources to research on theories of continental drift and plate tectonics in the environment and make short notes. ● In groups learners are guided to carry out disaster mapping on the significance of faulting to human life and activities. ● Learners are guided to develop print or braille posters to create awareness 	How do landforms affect human activities?

		<p>shaping the landscape and their influence on human activities.</p>	<p>on disaster relating to faulting.</p> <ul style="list-style-type: none"> ● In groups learners are guided to watch or listen to audio visual clips / documentary on the processes of faulting in the environment (rift valley, Block Mountain, faults). ● Learners with low vision be guided to draw a sketch illustrating the formation of selected features in the environment and display for peer assessment, while learners with blindness be provided with tactile diagram alongside verbal description of illustration of the formation of selected features in the environment and write down the description of the formations. ● Learners with low vision are guided to use an atlas to locate features formed as a 	
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			<p>result of faulting process. Learners with blindness are provided with tactile maps representing features formed as a result of faulting to explore and identify the features.</p> <ul style="list-style-type: none"> ● In groups learners are guided to discuss and share in class the significance of faulting on human activities. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners select digital devices, applications, software and systems relevant to different tasks as they view video clips / documentary on the processes of faulting in the environment. ● Learning to Learn: Learners build on their own learning experiences as they conduct library research on types of faults in the environment and do a presentation in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social Justice: Learners advocate for harmonious relationship as they brainstorm in groups the types and causes of earth movements and present them in class. ● Responsibility: Learners take care of own property and those of others as they use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes. 				
<p>Pertinent Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental education: Learners discuss and share in class the significance of faulting on human activities. ● Resource mobilization and utilization: Learners use an atlas to locate features formed as a result of faulting process. ● Disaster Risk Reduction: Learners address disaster risk reduction as they develop posters to create awareness on disaster relating to faulting. 				
<p>Link to other learning areas:</p>				

- Kenyan Sign Language, English and Kiswahili: Learners gain language skills as they brainstorm in groups the types and causes of earth movements.
- Agriculture: Learners discuss and share in class the significance of faulting on human activities

Suggested Learning Resources:

Local and extended environment, realia, maps/globe, tactile maps/globe, photographs, pictures and paintings, embossed, vetted digital resources with assistive technology, educational computer games, approved textbooks and other printed or braille resources, library, TV/video/films/slides/ Internet sources and display boards.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.3 Multi-purpose River Projects in Africa -River Tana Projects in Kenya - Aswan High Dam in Egypt	By the end of the Sub Strand, the learner should be able to: a) identify selected multi-purpose river projects on a map of Africa, b) outline the conditions that led to the establishment of multi-purpose river projects along river Tana, c) examine the economic importance of multi-purpose river projects in Africa, d) assess challenges facing multi-purpose river projects in Africa, e) design solutions to challenges facing multi-purpose river projects in Africa, f) recognize the importance of multipurpose river projects in the society.	<ul style="list-style-type: none"> ● In groups learners are guided to use internet, print or braille resources to identify selected multi-purpose river projects (-River Tana Projects in Kenya - Aswan High Dam in Egypt). ● Learners are guided to discuss the conditions that led to the establishment of multi-purpose river projects along river Tana. ● In groups learners are guided to carry out research on the economic importance of multi-purpose river projects in Africa and write short notes and share. ● Learners are guided to brainstorm on challenges facing multi-purpose river projects in Africa. ● Learners are guided to engage with a resource person on a discussion about 	How useful are multi-purpose river projects in society?

			the solutions of challenges facing multipurpose river projects.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Digital literacy: Learners get connected to and use the internet and other social media sites as they use digital resources to identify selected multi-purpose river projects (River Tana Projects in Kenya, Aswan High Dam in Egypt). ● Communication and collaboration: Learners listen critically to compare perspectives as they discuss the conditions that led to the establishment of multi-purpose river projects along river Tana. 				
Values:				
<ul style="list-style-type: none"> ● Love: Learners respects others as they engage with a resource person to share on the solutions to challenges facing multipurpose river projects. ● Social Justice: Learners fosters inclusivity and nondiscrimination as they discuss in groups the conditions that led to the establishment of multi-purpose river projects along river Tana. 				
Pertinent and Contemporary Issues (PCIs)				
<ul style="list-style-type: none"> ● Assertiveness: Learners engage with a resource person to share on the solutions to challenges facing multipurpose river projects. ● Financial literacy: Learners brainstorm in groups on the economic importance of multi-purpose river projects in Africa and write short notes. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Agriculture: Learners brainstorm in groups on the economic importance of multi-purpose river projects in Africa and write short notes. ● Kenyan Sign Language, English and Kiswahili: discuss in groups the conditions that led to the establishment of multi-purpose river projects along river Tana. 				
Suggested Learning Resources:				
Map of Africa, tactile map of Africa, internet, photographs, embossed photographs and resource persons.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
4.0 Natural and Historic Built Environment	4.4 Management and Conservation of the Environment (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) explore factors that lead to degradation of the environment in the community, b) describe the effects of environmental degradation in society,	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on the difference between management and conservation of the environment and share. ● Learners are guided to research on factors that lead 	Why should we manage and conserve our environment?

		<p>c) design measures to manage and conserve the environment for sustainability,</p> <p>d) apply creative thinking skills in managing and conserving the immediate environment,</p> <p>e) acknowledge the importance of managing and conserving the environment.</p>	<p>to degradation of the environment in the community.</p> <ul style="list-style-type: none"> ● Learners are guided to watch or listen to audio visual clips on factors that leads to degradation of the environment and write an essay. ● In groups learners are guided to use print, braille or digital resources with assistive technology to establish effects of degradation of the environment. ● In groups learners are guided to participate in environmental conservation in the community and demonstrate tolerance and understanding different viewpoints ● In groups learners are guided to develop communication messages on how to manage 	
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			and conserve the environment.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem-solving: Learners explore problems by creating different possible solutions and their pro and cons as they develop communication messages on how to creatively manage and conserve the environment. ● Citizenship: Learners demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners engage in assigned roles and duties as they participate in environmental conservation in the community. ● Integrity: Learners are committed to duty as they participate in environmental conservation in the community. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental education: Learners participate in environmental conservation in the community. ● Social cohesion: Learners work together in environmental conservation in the community. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Integrated Science: Learners research on factors that lead to degradation of the environment in the community. ● Agriculture: Learners view video clips or documentaries or pictures and write an essay on the factors that leads degradation of the environment. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Local and extended environment, realia, models, maps/globe, tactile maps/globe, photographs, pictures and paintings, embossed photographs, pictures, internet sources, vetted digital resources with assistive technology, educational computer games with assistive technology, Approved textbooks and other printed or braille resources. 				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

<p>4.0 Natural and Historic Built Environment</p>	<p>4.5 World Heritage Sites in Africa</p> <ul style="list-style-type: none"> - Rock- Hewn Churches - Vallée de Mai Nature Reserve - Serengeti National Park - Robben Island - Victoria Falls <p>(6 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) locate the selected world heritage sites in Africa, b) examine importance of the selected world sites in promoting cultural heritage, c) design measures to conserve the selected world heritage sites, d) apply critical thinking skills in conserving heritage sites within the locality, e) value heritage sites in the community. 	<ul style="list-style-type: none"> ● Learners are guided to use print, braille or digital resources with assistive technology to to locate the selected world heritage sites (Rock- Hewn Churches of Lalibela in Ethiopia, Vallée de Mai Nature Reserve in Seychelles, Serengeti National Park in Tanzania, Robben Island in South Africa) Victoria Falls in Zambia). Learners with blindness are provided with embossed maps of Africa and locate the selected world heritage sites ● In groups learners are guided to brainstorm on the importance of the selected world sites in promoting cultural heritage. ● Learners are guided to Compose and sing songs 	<p>Why is it important to conserve world heritage sites?</p>
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			<p>or recite poems on the importance of world heritage sites in Africa.</p> <ul style="list-style-type: none"> ● In groups learners are guided to formulate measures to conserve heritage sites. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Learners look at the problem in a new or different way as they use digital resources to locate the selected world heritage sites. ● Citizenship: Learners demonstrate respect for diversity of cultural expression in Kenya as they recite poems on the importance of world heritage sites in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: Learners are accorded privileges without favour as they compose and sing songs or recite poems on the importance of world heritage sites in Africa. ● Love: Learners collaborate as they formulate in pairs measures to conserve heritage sites. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners work together as they brainstorm on the world heritage sites in Africa. ● Self-esteem: Learners confidently sing songs or recite poems on the importance of world heritage sites in Africa. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Kenyan Sign Language, English and Kiswahili: Learners develop language skills as they brainstorm in groups on the importance of the selected world sites in promoting cultural heritage. ● Creative Arts: Learners compose and sing songs or recite poems on the importance of world heritage sites in Africa. 				

Suggested Learning Resources:

- Local and extended environment, realia, maps, tactile maps, photographs, pictures and paintings, embossed photographs, pictures, vetted digital resources with assistive technology, educational computer games, approved textbooks and other printed or braille resources, TV/video/films/slides/ Internet source and display boards.

Suggested assessment rubric

Level Indicator	Exceeds expectation	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe human activities on topographical maps	Describes six human activities on topographical maps.	Describes five human activities on topographical maps.	Describes three or four human activities on topographical maps.	Describes two or less human activities on topographical maps.
Ability to explore the types and causes of earth movements in the environment	Explores six types and causes of earth movements in the environment.	Explores five types and causes of earth movements in the environment.	Explores three or four types of earth movements in the environment.	Explores two or less types and causes of earth movements in the environment with support.
Ability to Assess challenges facing multi-purpose river projects in Africa	Assesses six challenges facing multi-purpose river projects in Africa.	Assesses five challenges facing multi-purpose river projects in Africa.	Assesses three or four challenges facing multi-purpose river projects in Africa.	Assesses two or less challenges facing multi-purpose river projects in Africa.
Ability to design measures to manage and conserve the environment for sustainability	Designs six measures to manage and conserve the environment for sustainability.	Designs five measures to manage and conserve the environment for sustainability.	Designs three or four measures to manage and conserve the environment for sustainability.	Designs two or less measures to manage and conserve the environment for sustainability.

Locating the selected world heritage sites in Africa	Locates six selected world heritage sites in Africa and explains importance.	Locates five selected world heritage sites in Africa.	Locates three or four selected world heritage sites in Africa.	Locates two or less selected world heritage sites in Africa with assistance.
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STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	5.1 The Constitution of Kenya	By the end of the Sub Strand, the learner should be able to: a) identify the stages in the constitution-making process in Kenya, b) examine the role of parliament in constitution making process, c) explore the role of citizens in constitution-making process, d) participate in the constitution making process as a responsible citizen, e) desire to defend and promote the Constitution of Kenya.	<ul style="list-style-type: none"> • Learners are guided to use digital with assistive technology, print or braille resources to carry out research on the five stages of the Constitution making process in Kenya and make class presentations. • Learners with low vision are guided to create posters on the stages of the constitution-making process and display it in class. Learners with blindness are guided to prepare braille cards on the stages of the 	Why is the constitution-making process in Kenya important?

			<p>constitution- making process and display it in class.</p> <ul style="list-style-type: none"> ● Learners are guided to watch or listen to audio visual clips on Parliamentary debate on the constitution making process, make notes and share for peer review. ● Learners are guided to engage with a resource person to talk about the role of citizens in the constitution making process. ● In groups learners are guided to role play citizens participating in the constitution making process (referendum), while demonstrating interest in interaction with others. ● In groups learners are guided to sing patriotic 	
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			<p>songs on promotion of the Constitution of Kenya.</p> <ul style="list-style-type: none"> ● Learners are guided to role play values that support promotion of the constitution of Kenya and share in class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners demonstrate interest in interaction with others as they role play citizens participating in constitution-making process (referendum). ● Learning to learn: Learners share what they have learnt as they role play citizens participating in constitution-making process (referendum). 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Learners display tolerance as they role play citizens participating in constitution-making process (referendum). ● Unity: Learners embrace each other as role play citizens participating in constitution-making process (referendum). 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Rule of Law: Learners role play citizens participating in constitution-making process (referendum). ● Good governance: Learners acquire knowledge on the role of parliament and citizens in the constitution-making process in Kenya. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● English, Kiswahili and Kenya Sign Language: Learners create posters and discuss with the resource person on constitution-making in Kenya. ● Creative Arts: Learners sing patriotic songs on promotion of the Constitution of Kenya. 				
<p>Suggested Learning Resources: Digital resources with assistive technology, Flip charts/Manilla papers, Embossed charts, braille papers and Internet sources</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	5.2 Civic Engagement in Governance - Social Justice - Integrity Peace	By the end of the Sub Strand, the learner should be able to: a) identify individual and collective civic engagement activities in Kenya, b) explore the basic constitutional requirements for political parties, c) analyse the role of political parties in democratic governance, d) outline positions vied for in a general election in Kenya, e) exhibit values that promote ethical civic engagement in the community.	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on individual and collective civic engagement activities in Kenya. ● In groups learners are guided to develop slogans on individual and collective civic engagement in Kenya. ● Learners with low vision are guided to design posters on personal and civic engagement activities while learners with blindness make braille cards on personal and civic engagement activities and display them in class and school notice boards. ● Learners are guided to discuss the basic constitutional requirements for political parties as 	How can we participate in democratic processes in society?

			<p>stipulated in Article 91 of the Constitution of Kenya.</p> <ul style="list-style-type: none"> ● In groups learners are guided to discuss the role of political parties in a democracy. ● Learners with low vision are guided to design charts on various elective positions in Kenya. Learners with blindness are guided to write elective positions on braille cards. Display and take a gallery walk to peer assess. ● Learners are guided to watch or listen to audio visual clips on public participation in decision-making, election campaigns, voting and participation in political party activities and identify complex problems related to the process. ● In groups learners are guided to role play scenarios that bring out values that promote 	
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			ethical civic engagement in the community (Social Justice, Integrity, Peace).	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Critical thinking and problem solving: Learners identify complex problems as they view videos on public participation in decision-making, election campaigns, voting, or participation in political party activities. ● Self-Efficacy: Learners examine community needs, make decisions on what to priorities and plan and carry out tasks as they participate individually and collectively in the democratic processes in society. 				
Values:				
<ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions discussing in groups the role of political parties in a democracy. ● Peace: Learners resolve differences amicably as they participate individually and collectively in the democratic processes in society. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Civic Education: Learners discuss in groups the role of political parties in a democracy. ● Assertiveness: Learners participate individually and collectively in the democratic processes in society. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● English, Kiswahili and Kenya Sign Language: Learners discuss in groups, the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya. ● Religious Education: Learners design charts on various elective positions in Kenya, display and Learners to take gallery walk and peer assess. 				
Suggested Learning Resources:				
Posters, braille cards, flip charts/ manilla papers, embossed charts, braille papers and resource person.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Political Developments and Governance	5.3 Kenya’s Bill of Rights - Elderly - Refugees - Migrants	By the end of the Sub Strand, the learner should be able to: a) explore Kenya’s bill of rights for mutual social wellbeing, b) examine human rights of special groups for promotion of social justice and inclusivity, c) apply the bill of rights for harmonious living, d) develop assertiveness in standing up for individual rights, e) cultivate empathy and solidarity with special groups in society for mutual social responsibility, f) embrace respect for human rights in society.	<ul style="list-style-type: none"> ● Learners are guided to use print, braille or digital resources with assistive technology to research on Kenya’s bill of rights and make notes. ● In groups learners are guided to debate on human rights for special groups (Elderly, Refugees, and Migrants). ● In groups learners are guided to carry out research to gather information on the rights of special groups (Elderly, Refugees, and Migrants). ● Learners with low vision be guided to design posters on human rights with regard to special 	How can we protect the special groups in the community?

			<p>groups (Elderly, Refugees, and Migrants), while learners with blindness are guided to make braille cards on human rights with regard to special groups (Elderly, Refugees, and Migrants).</p> <ul style="list-style-type: none"> ● In groups learners are guided to act skit on situation that brings out assertiveness in standing up for individual rights. ● In groups learners are guided to brainstorm on human rights laws for protection of special groups (Elderly, Refugees, and Migrants). ● Learners are guided to develop strategies for promoting protection of special groups in the 	
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			community and show responsibility to the nation.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Citizenship: Learners possess a sense of responsibility to the nation as they develop strategies for promoting protection of special groups in the community. ● Creativity and Imagination: Learners undertake tasks to help ascertain why certain procedures are followed as they carry out research to gather information on the rights of special groups (Elderly, Refugees, and Migrants). 				
Values:				
<ul style="list-style-type: none"> ● Unity: Learners display team spirit as they brainstorm in groups on human rights laws for protection of special groups. ● Patriotism: Learners show dedication as they develop strategies for promoting protection of special groups in the community. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Clubs and societies: Learners design posters on human rights laws with regard to special groups. ● Human Rights: Learners brainstorm in groups on human rights laws for protection of special groups. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Religious education: Learners develop strategies for promoting protection of special groups in the community. ● English, Kiswahili and Kenya Sign Language: Learners debate on human laws for special groups (Elderly, Refugees, and Migrants). 				
Suggested Learning Resources:				
Internet, Flip charts/Manilla papers, Embossed charts, braille papers, Masking tapes marker pens/pencils, TV/Video, Approved textbooks and other printed or braille resources, The Constitution of Kenya				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
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<p>5.0 Political Development and Governance</p>	<p>5.4 Cultural Globalization - Elderly - Refugees - Migrants</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify cultural elements in Kenya which have acquired a global recognition and status, outline ubuntu elements as aspects of cultural globalization, compare elements of Ujamaa and Ubuntu in promoting a common humanity, explore ways of preserving cultural elements that promotes global citizenship, practice healthy cultural relationships which promote global interconnectedness, appreciate values and cultural elements which promote responsible global citizenship. 	<ul style="list-style-type: none"> ● In groups learners are guided to brainstorm on African socialism, Ujamaa and Ubuntu, ● Learners are guided to use print, braille or digital resources with assistive technology to research on cultural elements in Kenya which have acquired a global status (the Kiondo, the Maasai Kikoi, safari). ● In groups learners are guided to develop a sense of belonging to their locality and country as they brainstorm on ubuntu elements as aspects of cultural globalisation. ● Learners are guided to discuss African socialism (Ujamaa, Ubuntu) elements in promoting a common humanity. ● In groups learners are guided to role play aspects of Ujamaa and Ubuntu 	<p>How can we preserve aspects of cultural globalization in the community?</p>
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			<p>elements in promoting a common humanity.</p> <ul style="list-style-type: none"> ● Learners are guided to carry out research on ways of preserving cultural elements that promote global citizenship. ● Learners are guided to engage with a resource person to discuss ways of preserving cultural elements that promote global citizenship. ● In groups learners are guided to debate on the role of international cultural exchange in promoting global citizenship. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners develop a sense of belonging to their locality and country as they brainstorm on ubuntu elements as aspects of cultural globalization. ● Self-efficacy: Learners plan to involve others as they debate on the role of international cultural exchange in promoting global citizenship. 				
<p>Values:</p>				

- Love: Learners portray a caring attitude as they role play aspects of Ujamaa and Ubuntu elements in promoting a common humanity.
- Patriotism: Learners role play aspects of Ujamaa and Ubuntu elements in promoting a common humanity.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: Learners become aware of their creativity skills as they role play African Socialism (Ujamaa and Ubuntu) elements in promoting a common humanity.
- Social cohesion: Learners work together to brainstorm on ubuntu elements as aspects of cultural globalisation.

Link to other learning areas:

- Religious education: Learners brainstorm on ubuntu elements as aspects of cultural globalization.
- English, Kiswahili and Kenya Sign Language: Learners debate on the role of international cultural exchange in promoting global citizenship.

Suggested Learning Resources:

Posters, Braille cards, TV/Video, Approved textbooks, Flip charts/ manilla papers, Embossed charts, Braille papers, Approved textbooks and other printed or braille resources, The Constitution of Kenya.

Suggested assessment rubric				
Level Indicator	Exceeds expectation	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify stages in the constitution-making process in Kenya	Identifies six stages in the constitution-making process in Kenya.	Identifies five stages in the constitution-making process in Kenya.	Identifies three or four stages in the constitution-making process in Kenya.	Identifies two or less stages in the constitution-making process in Kenya with cues.
Ability to analyse the role of political parties in democratic governance	Analyses six roles of political parties in democratic governance.	Analyses five roles of political parties in democratic governance.	Analyses four or three roles of political parties in democratic governance.	Analyses two or less roles of political parties in democratic governance.
Ability to examine human rights of special groups for promotion of social justice and inclusivity.	Examines six human rights of special groups for promotion of social justice and inclusivity.	Examines five human rights of special groups for promotion of social justice and inclusivity.	Examines three or four human rights of special groups for promotion of social justice and inclusivity	Examines two or less human rights of special groups for promotion of social justice and inclusivity.
Ability to identify cultural elements in Kenya which have acquired a global recognition and status.	Identifies six cultural elements in Kenya which have acquired a global recognition and status.	Identifies five cultural elements in Kenya which have acquired a global recognition and status.	Identifies three or four cultural elements in Kenya which have acquired a global recognition and status.	Identifies two or less cultural elements in Kenya which have acquired a global recognition and status.

APPENDIX I: GUIDELINES FOR CSL PROJECT AT GRADE 9

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

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

	<ul style="list-style-type: none"> • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	<p>Designing a solution</p> <p>Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p>Planning for the Project</p> <p>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>Implementation</p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>

Milestone 6	Reflection 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.
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NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

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

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Social Studies and Career development	1.1 Pre Career choices 2 lessons	<ul style="list-style-type: none"> a) Oral questions b) Written tests c) Project work d) Observation 	<ul style="list-style-type: none"> ● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources ● Internet ● Library resources 	<ul style="list-style-type: none"> ● Watching documentaries
	1.2 Selection of Career Paths 2 lessons	<ul style="list-style-type: none"> a) Oral questions b) Written tests c) Project work d) Observation 	<ul style="list-style-type: none"> ● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Debates on career paths ● Composing articles on career paths
2.0 Community Service Learning	2.1 Class project 8 lessons			
3.0 People and Population	3.1 Socio – Economic Practices of Early Humans	<ul style="list-style-type: none"> a) Oral questions b) Written tests c) Project work 	<ul style="list-style-type: none"> ● Resource persons ● Maps ● Tactile Maps 	<ul style="list-style-type: none"> ● Model stone tools used by early humans.

	(6 Lessons)	d) Observation	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Charts, marker pens ● Approved text books and other printed and braille resources ● Internet ● Library resources ● Museums ● Artefacts 	<ul style="list-style-type: none"> ● Composing and singing songs/poems on Africa as birth place of human technology. ● creating posters or braille cards on communication messages or audio visual clips on Africa as birth place of human technology.
	3.2 Indigenous Knowledge Systems in African society (8 lessons)	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Map of Africa ● Tactile map of Africa ● Marker pens ● Manilla papers ● Stickers/Flash cards ● Internet resources ● Approved textbooks and other printed or braille resources 	<ul style="list-style-type: none"> ● Engage a resource person on how indigenous knowledge systems were used in the traditional African society. ● Collect materials/forms of Indigenous Knowledge Systems in Africa.
	3.3 Poverty Reduction (6 Lessons)	a) Oral questions (b)Written tests (c) Observations	<ul style="list-style-type: none"> ● Chart ● Embossed charts ● Audio visual ● Maps ● Tactile Maps ● Photographs 	Compose and sing a song on importance of sustainable use of available resources.

			<ul style="list-style-type: none"> ● Internet 	
	3.4 Population Structure (8 Lessons)	a) Oral questions b) Observation c) Written tests d) Checklists	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Flip charts ● Manila papers ● Maps ● Tactile Maps ● Internet ● Approved textbooks 	<ul style="list-style-type: none"> ● Design posters or braille cards / models of population structure in Africa.
	3.5 Peace and non-violent conflict Resolution in the Community (8 lessons)	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Flip charts ● Embossed charts ● Manilla papers ● Braille papers ● Braille machine ● Approved textbooks and other printed or Braille resources ● Resource Person 	<ul style="list-style-type: none"> ● Role-playing social values of various cultural groups. ● Conducting a civic dialogue with community members about the importance of peaceful conflict resolution ● Participate in drama and music on peace in the community. ● Organise and participate in activities to interact with Learners from different backgrounds/communities. ● Organise and participate in talent shows and Intercultural fairs on peace.

4.0 Natural and Historic Built Environments	4.1 Topographical Maps (10 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records g) Checklist 	<ul style="list-style-type: none"> ● Approved textbooks and other printed or braille resources ● Photographs, pictures ● Embossed photographs, pictures ● Digital resources with assistive technology ● Library ● TV/video/films/slides/Internet sources ● Display boards 	<ul style="list-style-type: none"> ● Drawing or describing a sketch map of the school and showing all human activities.
	4.2 Internal Land Forming Processes (8 lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist 	<ul style="list-style-type: none"> ● Local and extended environment ● Realia ● Maps/Globe ● Tactile Maps/Globe ● Photographs, pictures and paintings ● Embossed Photographs, pictures ● Vetted digital resources with assistive technology, educational computer games 	<ul style="list-style-type: none"> ● Sketch diagrams on landforms in the school compound. ● Describe the embossed diagrams on landforms in the school compound ● Engage with a resource person on the formation of selected features due to faulting in the environment (Rift Valley, Escarpments and Block Mountains) and write short notes.

			<ul style="list-style-type: none"> ● Approved textbooks and other printed or braille resources ● Library ● TV/video/films/slides/ Internet sources ● Display boards 	<ul style="list-style-type: none"> ● Making a model of the internal structure of the earth.
	4.3 Multi – Purpose River Projects in Africa (8 Lessons)	(a) Oral questions (b) Written tests (c) Observations	<ul style="list-style-type: none"> ● Map of Africa ● Tactile Map of Africa ● Internet ● Photographs ● Embossed Photographs ● Resource persons 	<ul style="list-style-type: none"> ● Conduct a field study of a river in the neighbourhood to determine the most appropriate river project which can be undertaken. ● Paired with sighted guide and conduct a field study of a river in the neighbourhood to determine the most appropriate river project which can be undertaken.
	4.4 Management and Conservation of the Environment (8 Lessons)	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Project Work	<ul style="list-style-type: none"> ● Local and extended environment ● Realia ● models ● Maps/globe ● Tactile Maps/globe 	<ul style="list-style-type: none"> ● Develop themes for music festival on ways of managing and conserving the environment. ● Undertake a project in groups on waste

			<ul style="list-style-type: none"> ● Photographs, pictures and paintings ● Embossed Photographs, pictures ● Internet sources ● Vetted digital resources with assistive technology. ● Educational computer games with assistive technology, ● Approved textbooks and other printed or braille resources 	<p>management in the school neighborhood:</p> <ul style="list-style-type: none"> - identify wastes in the school neighbourhood, - establish reasons for lack of proper waste disposal in the school neighbourhood, - outline effects of wastes on the school neighbourhood environment, - propose ways of proper waste disposal in the school neighbourhood. <ul style="list-style-type: none"> ● Develop a poster or braille cards to inform the community members on proper waste disposal in the environment.
	<p>4.5 World Heritage Sites in Africa</p> <p>(6 Lessons)</p>	<p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Portfolio</p>	<ul style="list-style-type: none"> ● Local and extended environment ● Realia ● Maps ● Tactile Maps 	<ul style="list-style-type: none"> ● Compose and sing songs and or recite poems on the importance of world heritage sites in Africa.

		<p>f) Anecdotal records</p> <p>g) Checklists</p>	<ul style="list-style-type: none"> ● Photographs, pictures and paintings ● Embossed Photographs, pictures ● Vetted digital resources with assistive technology, educational computer games ● Approved textbooks and other printed or braille resources ● TV/video/films/slides/ Internet source ● Display boards 	<ul style="list-style-type: none"> ● Model a map of Africa showing the world heritage sites.
5.0 Political Developments and Governance	5.1 The Constitution of Kenya (6 Lessons)	<p>a) Oral questions</p> <p>b) Observations</p> <p>c) Written tests</p>	<ul style="list-style-type: none"> ● Digital resources with assistive technology ● Flip charts/Manilla papers ● Embossed charts ● braille papers ● Internet sources 	<ul style="list-style-type: none"> ● Develop a class constitution and share in school.
	5.2 Civic Engagement (6 Lessons)	<p>a) Oral questions</p> <p>b) Observations</p> <p>c) Written tests</p>	<ul style="list-style-type: none"> ● Posters ● Braille cards ● Flip charts/ Manilla papers ● Embossed charts 	<ul style="list-style-type: none"> ● Create awareness on election processes in the community barazas.

			<ul style="list-style-type: none"> ● braille papers ● Resource person ● Approved textbooks and other printed or braille resources ● The Constitution of Kenya 	
	5.3 Kenya's Bill of Rights (6 Lessons)	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> ● Internet ● Flip charts/Manilla papers ● Embossed charts ● braille papers ● Masking tapes marker pens/pencils ● TV/Video ● Approved textbooks and other printed or braille resources ● The Constitution of Kenya 	<ul style="list-style-type: none"> ● Create plays and songs on protection of the rights of special groups (refugees, migrants and the elderly). ● Organise walks to sensitise the community on protection of special groups (refugees, migrants and the elderly). ● Establish gardens and nature trails dedicated to special groups (refugees, migrants and the elderly). ● Perform drama and music on human rights and fundamental freedoms in the Constitution of Kenya in the community.
	5.4	a) Oral questions	<ul style="list-style-type: none"> ● Posters ● Braille cards 	<ul style="list-style-type: none"> ● Participate in activities to preserve cultural elements

	Cultural Globalization (6 Lessons)	b) Observations c) Written tests d) Journaling	<ul style="list-style-type: none"> ● TV/Video ● Approved textbooks ● Flip charts/ manilla papers ● Embossed charts ● Braille papers ● Approved textbooks and other printed or braille resources ● The Constitution of Kenya 	which promote responsible global citizenship.
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