



**MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS**

**LEARNING AREA: SOCIAL STUDIES**

**GRADE 5**

**NOVEMBER 2019**



**KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT**

## **PREFACE**

The Kenya Institute of Curriculum Development (KICD) has been undertaking intensive activities towards education reforms in the country since 2015. The reforms in the education sector have been informed by, among other factors, the summative evaluation of the curriculum conducted in 2009 and the needs assessment study of 2016. These reforms have also given due regard to the policy environment as dictated by documents such as the Kenya Constitution 2010, the Kenya Vision 2030, the East African Protocol, Taskforce Report on Realignment of Education Sector, 2012, and Sessional Paper No. 2 of 2015 on ‘Reforming Education and Training in Kenya’.

Curriculum is the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be socially and economically engaged and empowered, for personal and national development. A key milestone in the curriculum reform activities was the development of the Basic Education Curriculum Framework (BECF) which was to be a reference point for all subsequent curriculum development activities. This was followed by a competency-based curriculum for early years education which was developed in 2016 and subsequently the curriculum designs for Grade 4 and now Grade 5 and 6 as part of the curriculum reforms materials. The designs have addressed the Competency based curriculum components such as Pertinent and contemporary issues, Learner support programmes, linkages between learning areas, selected values, community service learning.

It is hoped that the curriculum designs will guide the teacher to provide a practical approach to competency based learning that aims to yield the desired learning outcomes. It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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**CABINET SECRETARY**  
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## **FOREWORD**

The Government of Kenya embarked on a national implementation of the Competency Based Curriculum (CBC) in January 2019 in Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3. Based on the reorganization of the Basic Education structure, Grade 4, 5 and 6 are part of Middle School. This level is marked by providing the learner with a broad curriculum that allows them to explore their abilities and interests before selecting a Pathway and Track in **Senior Secondary School**.

These curriculum designs are aimed at providing the Middle School General Learning Outcomes; Learning areas and Subject General and Specific Learning Outcomes; Strands and Sub Strands. The Designs also outline suggested learning experiences, key inquiry questions, assessment Rubrics, pertinent and contemporary issues, values and Community Service Learning Activities.

It is my hope that all Government agencies and stakeholders will use the designs to plan effective and efficient implementation of the curriculum. Feedback will be important on all aspects of the curriculum with regard to the designs, implementation and assessment. I encourage stakeholders to engage with relevant State agents for the channelling of such feedback.

I am confident that effective implementation of the curriculum in Grade 5 and 6 will be a significant milestone on the ongoing curriculum reforms.

**Dr. Belio R. Kipsang, CBS**  
**Principal Secretary**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

I wish to acknowledge the invaluable contribution of the following individuals in the development of the Grade 5 and 6 Curriculum Designs.

1. Winrose Rono
2. Jane Nyaga
3. Joyce Rungu
4. Sr, Dr Susan Mutune

I am particularly grateful to Ruth Mugambi (KICD), Olive Mbuthia (KICD) who worked tirelessly to oversee, coordinate and steer the development of the Grades 5 and 6 curriculum designs.

I would also like to appreciate Catherine Mburu, Onesmus Kakungi and Licandah Ngunyi (KICD) for Design and layout, Sebastian Muema (KICD) for coordinating printing of the Designs, which greatly contributed to the success of this work.

I sincerely appreciate all those who contributed to the development of these curriculum designs who I may not have mention.

**JULIUS JWAN, PhD, MBS**  
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## **NATIONAL GOALS OF EDUCATION**

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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

### **4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## **LEVEL LEARNING OUTCOMES**

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

- a) apply literacy, numeracy skills and logical thinking appropriately in self-expression
- b) communicate effectively in diverse contexts
- c) apply digital literacy skills appropriately for communication and learning in day-to-day life
- d) practise hygiene, appropriate sanitation and nutrition to promote health
- e) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility
- g) demonstrate social skills, spiritual and moral values for peaceful co-existence
- h) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence
- i) manage pertinent and contemporary issues in society.

**Essence Statement**

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

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

## **General Learning Outcomes**

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

- a) understand, use and manage the immediate environment for individual and national development
- b) recognize and understand the need for, and importance of interdependence of people and nations
- c) acquire competencies to analyse population issues to improve quality of life
- d) understand and respect own and other people's culture for sustainable social interactions
- e) respect and appreciate human diversity to promote social cohesion and integration
- f) understand and appreciate human rights and civic responsibility for attainment of social justice
- g) apply acquired competencies in solving environmental challenges for sustainable development
- h) acquire knowledge of and show appreciation for the historical background of our communities for personal identity
- i) understand the system of governance in Kenya and be willing to participate in its processes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
<b>1.0 NATURAL AND BUILT ENVIRONMENTS</b>	<b>1.1 Natural Environment</b> 1.1.1 Elements of a map <b>(3 Lessons)</b>	By the end of the sub strand, the learner should be able to; a) identify the key elements of a map b) read and interpret maps using the key elements c) appreciate use of maps in daily life	Learners are guided to: <ul style="list-style-type: none"> <li>• Identify elements of a map in groups, using a sketch map/wall map/atlas/age appropriate map. <i>(title, frame, key/legend, scale, compass)</i></li> <li>• Identify elements of a map using digital resources</li> <li>• Draw a sketch map and indicate the elements</li> <li>• Practice reading and interpreting a map using the elements</li> <li>• Play computer games in groups, on the elements of a map(digital maps/atlas/wall maps)</li> <li>• Practice, in groups, using different types of maps to identify the elements</li> </ul>	How do we use maps in our daily lives?
	1.1.2 Location, position and size of Kenya <b>(4 Lessons)</b>	By the end of the sub strand, the learner should be able to; a) locate the position of Kenya in relation to her neighbours b) describe the position of Kenya in relation to her neighbours c) state the size of Kenya in square kilometres	Learners are guided to: <ul style="list-style-type: none"> <li>• Use an atlas/appropriate media in groups, to identify the position of Kenya in relation to her neighbours</li> <li>• Draw a map of Kenya and indicate her neighbours</li> <li>• Use appropriate media in pairs, to play games on locating places on a map.</li> </ul>	How would you give the location and position of Kenya?

		d) desire to promote good relations between Kenya and her neighbours	<ul style="list-style-type: none"> <li>• Find out the size of Kenya using digital resources and share in class</li> <li>• Draw a map of Kenya and indicate the size in square Kilometres.</li> <li>• Write an essay on Kenya and her neighbours</li> </ul>	
	1.1.3 Main physical features in Kenya <b>(3 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the main physical features in Kenya</p> <p>b) locate the main physical features in Kenya on a map</p> <p>c) appreciate the physical features found in Kenya</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Explore the immediate environment to identify the physical features</li> <li>• Brainstorm in groups ,and identify physical features found in Kenya(<i>relief and drainage</i>)</li> <li>• Locate the main physical features in Kenya using a sketch map/ atlas</li> <li>• Draw a map of Kenya and locate the main physical features</li> <li>• Collect and display maps/pictures showing the main physical features in Kenya</li> </ul>	Where are the main physical features found in our country?
	1.1.4 Weather and Climate in Kenya <b>(6 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) distinguish between weather and climate</p> <p>b) identify elements of weather in the environment</p> <p>c) locate the main climatic regions in Kenya</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Make oral phrases that give description of weather</li> <li>• Find out the meaning of climate using appropriate media</li> <li>• Brainstorm in pairs the difference between weather and climate and share with peers</li> <li>• Think, pair and share on elements of weather</li> </ul>	What weather conditions do we experience in our environment?

		<p>d) describe characteristics of the main climatic regions in Kenya</p> <p>e) appreciate the different climatic regions in Kenya</p>	<p>(rainfall ,wind, temperature, cloud cover)</p> <ul style="list-style-type: none"> <li>• Find out from relevant sources the elements of weather and write down key points</li> <li>• Locate in pairs , the main climatic regions in Kenya using appropriate media/ a map of Kenya</li> <li>• Discuss in groups the characteristics of the main climatic regions in Kenya</li> <li>• Play age appropriate games on the main climatic regions in Kenya using appropriate media</li> <li>• Model in groups a map of Kenya showing the main climatic regions and display in class.</li> </ul>	
	<p><b>1.3. The Built Environments (4 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the main historic built environments in Kenya</p> <p>b) locate the main historic built environments in Kenya on a map</p> <p>c) explain the importance of caring for historic built environments</p> <p>d) care for the historic built environments</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Think individually and share in pairs on the main historic built environments in Kenya (<i>Museums, monuments, Cultural centres and historical buildings</i>)</li> <li>• Use a map of Kenya, in groups, to locate some of the historic built environments.</li> <li>• Develop communication messages on the importance of caring for historic built environments in Kenya</li> <li>• Visit a nearby historic built environment and write a report after</li> </ul>	<p>How could we care for the historic built environments in our country?</p>

			<p>the visit/visit a museum to learn about the past and write a report</p> <ul style="list-style-type: none"> <li>Participate in caring for historic built environments within the locality.</li> </ul>	
<p><b>Core Competences to be developed:</b> Learning to learn as learners use a map to locate the main historic built environments in Kenya; Digital literacy as they use digital resources to establish the size of Kenya; critical thinking and problem solving as they explore the characteristics of climatic regions.</p>				
<p><b>PCIs:</b> Life skills as they become self-aware while visiting the historic built environments. Environmental conservation as they practice caring for historic built environments within the locality.</p>			<p><b>Values:</b> Patriotism as they care for and appreciate the main historic built environments. Unity as they discuss in groups characteristics of climatic regions. Sense of responsibility as they care for the historic built environment.</p>	
<p><b>Links to other learning areas:</b> -English as they discuss in groups. Art and craft as they develop communication messages and draw a map of Kenya. Religious Education as they participate in caring for the historic built environments.</p>			<p><b>Suggested Community Service Learning activities:</b> Visit a historic built environment within the locality and participate in its conservation.</p>	

### Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
1. Identifying the key elements of a map	Correctly identifies and gives details on the key elements of a map	Correctly identifies key elements of a map.	Identifies some key elements of a map	Hardly identifies key elements of a map
2. Giving location, position and size of Kenya in relation to her neighbours.	Accurately and precisely gives the location, position and size of Kenya in relation to all her neighbours.	Accurately gives the location, position and size of Kenya in relation to her neighbours.	Partially gives the location, position and size of Kenya in relation to her neighbours.	Has challenges in giving the location, position and size of Kenya in relation to her neighbours.

3. Locating main physical features in Kenya	Accurately locates and gives details of the main physical features in Kenya.	Accurately locates the main physical features in Kenya.	Locates some of the main physical features in Kenya.	Has difficulties in locating the main physical features in Kenya.
4. Identifying the elements of weather	Correctly identifies and gives details of the elements of weather in the environment	Correctly identifies the elements of weather in the environment	Identifies some of the elements of weather in the environment	Has challenges in identifying the elements of weather in the environment
5. Locating the main climatic regions in Kenya	Accurately locates and describes the main climatic regions in Kenya	Accurately identifies the main climatic regions in Kenya.	Identifies some of the main climatic regions in Kenya.	Has difficulties in identifying the main climatic regions in Kenya.
6. Identifying main historic built environments in Kenya	Correctly identifies and gives details of the historic built environments in Kenya.	Correctly identifies the main historic built environments in Kenya	Identifies some of the main historic built environments in Kenya	Hardly identifies the main historic built environments in Kenya

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
<b>2.0 PEOPLE AND POPULATION</b>	<b>2.1 Culture and Social Organizations</b> 2.1.1 Culture <b>(4 Lessons)</b>	By the end of the sub strand, the learner should be able to; a) identify methods of instruction used in African traditional education b) explain the importance of African traditional education in promoting values c) design posters on methods of instruction used in African traditional education d) apply African traditional education in promoting values	Learners are guided to: <ul style="list-style-type: none"> <li>• Brainstorm in groups, the meaning of African traditional education</li> <li>• Discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs</li> <li>• View video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education</li> <li>• Engage with a resource person on methods of instruction used in African traditional education</li> <li>• Discuss, in groups, the importance of African traditional education in promoting values</li> <li>• Give a summary of an aspect of African traditional education and share the information in class.</li> <li>• Find out from parents/guardians the methods of instruction used in African traditional education and share in class.</li> <li>• Design posters in groups, on methods of instruction used in African Traditional Education</li> </ul>	How does African traditional education promote values in our community?
	2.1.2 School Administration <b>(3 Lessons)</b>	By the end of the sub strand, the learner should be able to;	Learners are guided to: <ul style="list-style-type: none"> <li>• Think, pair and share the administrative leaders in school</li> </ul>	What is the importance of having an administrative

		<p>a) identify the administrative leaders in school</p> <p>b) state duties of administrative leaders in school</p> <p>c) draw the administrative structure of the school</p> <p>d) demonstrate support to the work of administrative leaders in school</p>	<ul style="list-style-type: none"> <li>• Discuss in groups the order of administration in school.</li> <li>• Draw and display in class the administrative structure of the school</li> <li>• State duties of administrative leaders in school using digital /print media</li> <li>• Role play duties of administrative leaders in school</li> <li>• Share with parents or guardians on the duties of school administrators.</li> </ul>	structure in school?
	<b>2.2 Language Groups in Kenya (5 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the main language groups in Kenya</p> <p>b) explain how different language groups depend on each other in Kenya</p> <p>c) explain the benefits of interdependence of language groups in Kenya</p> <p>d) develop communication messages on the benefits of</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Work in groups to brainstorm on language groups in Kenya</li> <li>• Identify the language groups in Kenya using digital resources/appropriate media (<i>Nilotic, Cushitic, Bantu, Asians and Europeans</i>) and share their findings in class</li> <li>• Find out African stories on origin of various language groups in Kenya and report back to the class</li> <li>• Share experiences on how people depend on each other in the community.</li> <li>• Discuss in groups how language groups in Kenya depend on each other and write down the main points</li> <li>• Share experiences in class on the benefits of interdependence of language groups in Kenya.</li> </ul>	How do different language groups interact?

		interdependence of language groups in Kenya e) desire to live peacefully with others	<ul style="list-style-type: none"> <li>• Role-play interdependence of language groups in Kenya.</li> <li>• Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school</li> </ul>	
	<b>2.3 Population distribution in Kenya (3 lessons)</b>	By the end of the sub strand, the learner should be able to; a) describe population distribution in Kenya b) locate areas of high and low population density in Kenya c) appreciate population distribution in Kenya	Learners are guided to: <ul style="list-style-type: none"> <li>• Brainstorm in groups, areas of high and low population density in Kenya</li> <li>• Identify areas of high and low population density in Kenya using appropriate media</li> <li>• Shade in pairs , areas of low and high population density using a sketch map of Kenya</li> <li>• Summarize in groups, population distribution in Kenya and share in class.</li> <li>• Draw a map of Kenya and show areas of high and low population density and display in class</li> <li>• Play computer games on population distribution in Kenya.</li> </ul>	How is the settlement of people across Kenya?
<p><b>Core Competences to be developed:</b> Learning to learn as they discuss in groups importance of African Traditional Education in promoting values. Communication and collaboration as they work in groups. Creativity and imagination as they draw the structure of the school administration. Citizenship as they explore the importance of African traditional education in promoting values</p> <p>Digital literacy as they use digital resources to identify the language groups in Kenya. Learning to learn as they use appropriate media to locate areas of low and high population density in Kenya. Self-efficacy as they find out more about the origin of language groups. Critical thinking and problem solving as they discuss in groups and summarize population distribution in Kenya. Citizenship as they learn about various language groups.</p>				
<p><b>PCIs:</b> Life skills as they use appropriate media to learn about methods of instruction used in African traditional education. Promotion of learner support programs as they outline the structure of school administration</p>			<p><b>Values:</b> Respect as they listen to a resource person talking about methods used in African traditional education. Responsibility as they role-play duties of leaders in school. Integrity as they interact with digital resources. Unity and patriotism as they discuss the importance of interdependence of language groups in Kenya. Peace as they</p>	

Social cohesion as they discuss the importance of interdependence of language groups in Kenya. Promotion of self-awareness as they learn about their origin.	appreciate interdependence of language groups. Respect as they appreciate other language groups
<b>Links to other learning areas:</b> -English as they work in groups. Art and Craft as they sketch maps. Religious Education as they learn about origin of language groups. Art and Craft as they draw the school administrative structure. Religious Education as they learn about how African traditional education promotes values.	<b>Suggested Community Service Learning activities:</b> Develop communication messages on the importance of interdependence of language groups and share with community members. Create awareness on duties of school administrators in the community.

### Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
1. Identifying methods of instruction used in African traditional education	Correctly and identifies and gives details of methods of instruction used in African traditional education	Correctly identifies methods of instruction used in African traditional education.	Identifies some methods of instruction used in African traditional education	Has difficulties in identifying methods of instruction used in African traditional education
2. Explaining importance of African traditional education in promoting values	Comprehensively explains the importance of African traditional education in promoting values	Sufficiently explains the importance of African traditional education in promoting values.	Partially explains the importance of African traditional education in promoting values	Has challenges in explaining importance of African traditional education in promoting values
3. Drawing the structure of administration in school	Correctly and precisely Draws the administrative structure of the school	Correctly draws the administrative structure of the school	Draws some parts of the administrative structure of school	Has difficulties in drawing the administrative structure of school
4. Stating duties of administrative leaders in school	Correctly and explicitly states the duties of administrative leaders in school	Correctly states duties of administrative leaders in the school	States some of the duties of administrative leaders in school	Has challenges in stating the duties of administrative leaders in the school

5. Identifying the language groups in Kenya	Correctly identifies and gives details of the main language groups in Kenya.	Correctly identifies the main language groups in Kenya	Identifies some the main language groups in Kenya	Hardly identifies the main language groups in Kenya
6. Explaining the benefits of interdependence of language groups in Kenya	Correctly and explicitly explains benefits of interdependence of language groups in Kenya	Correctly explains the benefits of interdependence of language groups in Kenya	Explains some benefits of interdependence of language groups in Kenya	Has challenges in explaining the benefits of interdependence of language groups in Kenya
7. Describing population distribution in Kenya	Correctly and exhaustively describes the distribution of population in Kenya	Correctly describes the distribution of population in Kenya	Partially describes the distribution of population in Kenya	Has challenges in describing distribution of population in Kenya
8. Locating areas of high and low population density in Kenya	Accurately locates and gives details of areas of high and low population density in Kenya.	Accurately locates areas of high and low population density in Kenya	Locates some areas of high and low population density in Kenya.	Has difficulties in locating areas of high and low population density in Kenya

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
<b>3.0 RESOURCES AND ECONOMIC ACTIVITIES</b>	<b>3.1 Resources in Kenya (2 Lessons)</b>	By the end of the sub-strand, the learner should be able to; a) identify resources in Kenya b) collect samples of resources found in Kenya c) care for resources within the school environment	Learners are guided to: <ul style="list-style-type: none"> <li>• Identify resources found in Kenya such as land, minerals, water and forests and using appropriate media</li> <li>• Take a nature walk around the school locality to identify resources and share their findings in class.</li> <li>• Brainstorm in groups to identify resources found in Kenya</li> <li>• Find out how resources are cared for within the locality</li> <li>• Care for trees and soil within the school environment</li> <li>• Collect samples of resources found within the environment and display them in class</li> <li>• Write a poem on the resources found in Kenya</li> </ul>	How do we use resources in our country?
	<b>3.2 Agriculture</b> 3.2.1 Farming methods <b>(3 Lessons)</b>	By the end of the sub strand the learner should be able to; a) differentiate between subsistence and small scale farming in Kenya b) describe the characteristics of subsistence and small scale farming in Kenya	Learners are guided to : <ul style="list-style-type: none"> <li>• Brainstorm in pairs on the difference between subsistence and small scale farming</li> <li>• Find out from relevant sources the characteristics of subsistence farming</li> <li>• Use appropriate media to find out the characteristics of small scale farming and write a report</li> <li>• Discuss in pairs, the importance of farming in Kenya and share in class</li> </ul>	Why do people practice farming?

		<p>c) state the importance of farming in Kenya</p> <p>d) develop a sack garden at school</p> <p>e) desire to practice farming as an economic activity</p>	<ul style="list-style-type: none"> <li>• Develop in groups, a sack garden at school</li> </ul>	
	<p>3.2.2 Dairy farming in Kenya <b>(3 Lessons)</b></p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify factors that favour dairy farming in Kenya</p> <p>b) locate areas where dairy farming is practiced in Kenya</p> <p>c) state the benefits of dairy farming in our country</p> <p>d) explain challenges facing dairy farming in Kenya</p> <p>e) appreciate the importance of dairy farming in our country</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Use appropriate media to identify the dairy farming areas in Kenya</li> <li>• Draw a map of Kenya and indicate areas where dairy farming is practiced</li> <li>• Brainstorm in pairs, on the benefits of dairy farming in Kenya</li> <li>• Find out from relevant sources the benefits of dairy farming and write short notes</li> <li>• Undertake an imaginary visit to a dairy farm and do a write up on challenges facing dairy farming in Kenya</li> <li>• Develop a poster on dairy animals</li> </ul>	<p>Why do people keep dairy cattle?</p>
	<p>3.2.3 Horticulture in Kenya <b>(3 Lessons)</b></p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify the crops grown under horticulture in Kenya</p>	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>• Brainstorm in pairs to identify the crops grown under horticulture in Kenya and share in class</li> <li>• Share experiences on horticultural crops</li> </ul>	<p>How is horticulture farming important to us in Kenya?</p>

		<p>b) locate areas where horticulture is practiced in Kenya</p> <p>c) discuss the contribution of horticulture to the economy of Kenya</p> <p>d) develop desire to grow horticulture crops</p>	<ul style="list-style-type: none"> <li>• Locate areas where horticulture is practiced in Kenya using appropriate media</li> <li>• Discuss in groups the contribution of horticulture to the economy of Kenya</li> <li>• Develop communication messages on importance of horticultural crops</li> </ul>	
	<b>3.3 Fishing in Kenya (4 Lessons)</b>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify the main inland fishing grounds in Kenya</p> <p>b) describe methods of inland fishing in Kenya</p> <p>c) explain the contribution of fishing to the economy of Kenya</p> <p>d) create posters on the importance of fishing in Kenya</p> <p>e) appreciate fish as source of food and income</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Identify the main inland fishing grounds in Kenya using digital resources/print media</li> <li>• Draw a map of Kenya showing the main inland fishing grounds</li> <li>• Discuss in groups methods of inland fishing in Kenya and report in class</li> <li>• Illustrate in groups fishing methods used in Kenya, display in class and do gallery walk to appreciate each other's work</li> <li>• Find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary</li> <li>• Engage with a resource person on the methods of inland fishing in Kenya</li> <li>• Develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community</li> </ul>	Why is fishing important in our country?
	<b>3.4 Transport in Kenya (5 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify modern forms of transport in Kenya</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Brainstorm in pairs to identify modern forms of transport in Kenya</li> </ul>	How can we use our roads safely?

		<ul style="list-style-type: none"> <li>b) discuss causes of road accidents in Kenya</li> <li>c) outline ways of reducing road accidents in Kenya</li> <li>d) draw the road signs in Kenya</li> <li>e) observe safety when using roads</li> <li>f) appreciate role of modern forms of transport in development</li> </ul>	<ul style="list-style-type: none"> <li>• Identify modern forms of transport in Kenya using appropriate media</li> <li>• Write down modern forms of transport identified and share in class</li> <li>• Discuss in groups ,causes of road accidents in Kenya and share in class</li> <li>• Draw the road signs in Kenya and display in class.</li> <li>• Find out ways of observing road safety in Kenya using digital resources/appropriate media and write a report.</li> <li>• Visit a nearby children’s traffic park to learn more about road safety</li> </ul>	
	<p><b>3.5 Communication in Kenya (3 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify modern means of communication in Kenya</li> <li>b) describe modern means of communication in Kenya</li> <li>c) draw different modern means of communication in Kenya</li> <li>d) appreciate the modern means of communication in Kenya</li> </ul>	<p>Learners to be guided to:</p> <ul style="list-style-type: none"> <li>• Identify, in groups modern means of communication such as mobile phones, internet, television, radio and newspapers using appropriate media.</li> <li>• Describe in groups modern means of communication in Kenya using digital resources/ print media</li> <li>• Draw different modern means of communication and display in class</li> <li>• Role-play use of various modern means of communication</li> <li>• Find out from parents/ guardians the various means of communication and share in class</li> <li>• Recite poems on modern means of communication</li> </ul>	<p>How do we communicate to other people?</p>

	<p><b>3.6 Wildlife and Tourism in Kenya</b> (5 Lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) differentiate between a game reserve and a national park</p> <p>b) draw and locate game reserves and national parks on a map of Kenya</p> <p>c) explain the importance of wildlife in our country</p> <p>d) identify tourist attractions in our country</p> <p>e) explain contributions of tourism to the economy of our country</p> <p>f) outline ways of promoting tourism in the country</p> <p>g) desire to conserve our country's wildlife</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Brain storm in groups on the difference between a game reserve and a national park</li> <li>• Draw a map of Kenya, locate and label game reserves and national parks and display in class</li> <li>• Discuss in groups the importance of wildlife in Kenya and do a presentation in class</li> <li>• Think, pair and share on who is a tourist.</li> <li>• Identify tourist attractions in Kenya using appropriate media</li> <li>• Brainstorm and list down the contribution of tourism to the economy of Kenya</li> <li>• Debate on the contribution of tourism to the economy of Kenya</li> <li>• Find out from parents/guardians and elders ways of promoting tourism in Kenya</li> <li>• Visit a nearby tourist attraction site and write a report</li> <li>• Write an essay on the importance of Museum as a cultural tourist attraction in Kenya</li> </ul>	<p>Why do tourists come to our country?</p>
	<p><b>3.8 Mining in Kenya</b> (3 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify major minerals found in the Country</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Brainstorm in pairs and list the minerals found in Kenya</li> </ul>	<p>How do we benefit from the minerals found in our country?</p>

		<p>b) draw a map of Kenya and locate major minerals</p> <p>c) examine the importance of minerals in our country</p> <p>d) discuss problems facing mining in Kenya</p> <p>e) appreciate the importance of minerals found in our country</p>	<p><i>(Soda ash, Diatomite , limestone, Salt, petroleum)</i></p> <ul style="list-style-type: none"> <li>• Identify in groups, minerals found in Kenya using appropriate media</li> <li>• Draw a map of Kenya and locate major minerals.</li> <li>• Engage with a resource person on the importance of minerals.</li> <li>• Discuss in groups, problems facing mining in Kenya and do class presentations</li> <li>• Visit a mining site in the locality/use internet to learn more about importance of mining in our country</li> <li>• Prepare a report on the visit/internet search and present in class</li> <li>• Create posters on importance of mining in Kenya</li> </ul>	
<p><b>Core Competences to be developed:</b> Critical thinking and problem solving as they discuss the importance of resources and economic activities in Kenya. Digital literacy as they identify minerals found in Kenya. Learning to learn as they undertake the study visit to a mining site in the locality to learn more about mining. Communication and collaboration as they discuss and prepare a report on the study visit and present it in class. Citizenship as they appreciate the importance of resources and economic activities in Kenya.</p>				
<p><b>PCIs:</b> Financial literacy as they appreciate the contribution of industries to the economy of Kenya. Life skills as they undertake the study visit to a mining site in the locality /use internet to learn more about mining and debate on the importance of tourism to the economy of Kenya. Learner support programme as they undertake an educational tour to learn about industries. Parental engagement and empowerment as they find out from parents, / guardians and elders about means of communication. Environmental conservation as they explore effects of industries on the environment.</p>		<p><b>Values:</b> Unity as they discuss in groups and present in class the contribution of industries to the economy of Kenya. Respect as they listen to the resource person talking about contributions of industries to the economy of Kenya. Love as they work in groups and pairs.</p>		

<b>Links to other learning areas:</b> -English as they write reports and discuss in groups. Art and Craft as they sing songs and draw maps. Mathematics as they appreciate the contribution of resources and economic activities to the economy of Kenya.	<b>Suggested Community Service Learning Activities:</b> Develop in groups, a sack garden at school
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### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
1. Describing the uses of resources found in Kenya	Correctly and comprehensively describes uses of resources found in Kenya	Correctly uses describes resources found in Kenya	Correctly describes uses of some of the resources found in Kenya	Has difficulties in describing uses of resources found in Kenya
2. Describing the characteristics of subsistence and small scale farming	Correctly and comprehensively describes the characteristics of subsistence and small scale farming	Correctly describes the characteristics of subsistence and small scale farming	Describes some of the characteristics of subsistence and small scale farming	Has challenges describing the characteristics of subsistence and small scale farming
3. Stating the importance of farming in Kenya	Correctly and remarkably states the importance of farming in Kenya	Correctly states the importance of farming in Kenya	Correctly states some of the importance of farming in Kenya	Hardly states the importance of farming in Kenya
4. Developing a sack garden at school	Appropriately and creatively develops a sack garden at school	Appropriately develops a sack garden at school	Fairly develops a sack garden at school	Hardly develops a sack garden at school
5. Identifying factors that favour dairy farming and	Correctly identifies and gives detailed factors that favour dairy farming	Correctly identifies factors that favour dairy farming	Identifies some of the factors that favour dairy farming	Has challenges in identifying factors that favour dairy farming
6. Locating areas where dairy farming is practiced in Kenya	Accurately locates and gives details of areas where dairy farming is practiced in Kenya	Accurately locates areas where dairy farming is practiced in Kenya	Locates some areas where dairy farming is practiced in Kenya	Hardly locates areas where dairy farming is practiced in Kenya

7. Stating the benefits and explaining the challenges facing dairy farming in Kenya	Correctly and comprehensively states the benefits and challenges facing dairy farming in Kenya	Correctly states the benefits and challenges facing dairy farming in Kenya	Correctly states some of the benefits and some challenges facing dairy farming in Kenya	Has challenges in stating the benefits and in explaining challenges facing dairy farming in Kenya
8. Identifying the crops grown under horticulture and locating areas where they are grown in Kenya	Correctly identifies and gives details of the crops grown under horticulture and areas where they are grown in Kenya	Correctly identifies crops grown under horticulture and areas where they are grown in Kenya	Correctly identifies some of the crops grown under horticulture and areas where they are grown in Kenya	Has difficulties identifying crops grown under horticulture and areas where they are grown in Kenya
9. Discussing the contribution of horticulture to the economy of Kenya	Correctly and exhaustively discusses the contribution of horticulture to the economy of Kenya	Correctly discusses the contribution of horticulture to the economy of Kenya	Partially discusses the contribution of horticulture to the economy of Kenya	Hardly discusses the contribution of horticulture to the economy of Kenya
10. Locating main inland fishing grounds in Kenya	Accurately locates and gives details of the main inland fishing grounds in Kenya	Accurately locates main inland fishing grounds in Kenya	Locates some of the main inland fishing grounds in Kenya	Has difficulties in locating main inland fishing grounds in Kenya
11. Describing methods of fishing and explaining contribution of fishing to the economy of Kenya	Correctly and comprehensively describes methods of fishing and explains contribution of fishing to the economy of Kenya	Correctly describes methods of fishing and explains contribution of fishing to the economy of Kenya	Correctly describes some methods of fishing and explains some contribution of fishing to the economy of Kenya	Has challenges in describing methods of fishing and in explaining contribution of fishing to the economy of Kenya
12. Identifying modern forms of transport in Kenya	Accurately identifies and gives examples of forms of modern transport in Kenya	Correctly identifies forms of modern transport in Kenya	Identifies some of the modern forms of transport in Kenya	Has difficulties in identifying forms of modern transport in Kenya

13. Explaining causes of road accidents and ways of reducing road accidents	Correctly and explicitly explains causes of road accidents and ways of reducing them	Correctly explains the causes of road accidents and ways of reducing them	Correctly explains some of the causes of road accidents and ways of reducing them	Hardly explains the causes of road accidents and ways of reducing them
14. Explaining the importance of modern means of communication in Kenya	Correctly and comprehensively explains the importance of modern means of communication in Kenya	Correctly explains the importance of modern means of communication in Kenya	Partially explains the importance of modern means of communication in Kenya	Has difficulties in explaining the importance of modern means of communication in Kenya
15. Locating game reserves and national Parks in Kenya	Accurately locates and gives details of the game reserves and national Parks in Kenya	Accurately locates the game reserves and national Parks in Kenya	Locates some of the game reserves and national Parks in Kenya	Has difficulties in locating game reserves and national parks in Kenya.
16. Explaining the importance of wildlife in Kenya	Correctly and exhaustively explains the importance of wildlife in Kenya	Correctly explains the importance of wildlife in Kenya	Correctly explains some of the importance of wildlife in Kenya	Hardly explains the importance of wildlife in Kenya
17. Identifying tourist attractions and explaining contribution of tourism to the economy in Kenya in Kenya	Correctly identifies and give details of tourist attractions and explains contribution of tourism to the economy in Kenya	Correctly identifies tourist attractions and explains contribution of tourism to the economy in Kenya	Correctly identifies some tourist attractions and explains some of the contribution of tourism to the economy in Kenya	Has difficulties in identifying tourist attractions and in explaining the contribution of tourism to the economy in Kenya
18. Examining the importance of minerals in Kenya	Exceptionally examines the importance of minerals in Kenya	Correctly examines the importance of minerals in Kenya	Partially examines the importance of minerals in Kenya	Hardly examines the importance of minerals in Kenya
19. Explaining the problems facing mining	Correctly and distinctively explains the problems facing mining	Correctly explains the problems facing mining	Correctly explains some of the problems facing mining	Has challenges in explaining the problems facing mining

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
<b>4.0 POLITICAL SYSTEMS AND GOVERNANCE</b>	<b>4.1 Leadership and Political Change</b> 4.1.1 Traditional Leaders in Kenya <b>(3 Lessons)</b>	By the end of the sub strand, the learner should be able to; a) describe the contributions of selected traditional leaders in the country b) illustrate the differences and similarities between the selected traditional leaders in Kenya c) appreciate the role of traditional leaders in the community	Learners are guided to: <ul style="list-style-type: none"> <li>• Brainstorm, in groups on who is a traditional leader</li> <li>• Find out from parents/guardians the role of traditional leaders in the community and share in class</li> <li>• Observe pictures of selected traditional leaders in Kenya using appropriate media <i>(Kivoi wa Mwendwa and Mekatilili wa Menza)</i></li> <li>• Gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya</li> <li>• Present their findings in class</li> <li>• Illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class</li> <li>• Collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya</li> <li>• Draw, colour and display in class pictures of selected traditional leaders</li> <li>• Share with parents/guardians the contributions of traditional leaders in Kenya</li> </ul>	Why are traditional leaders important in our community?
	4.1.2 Early forms of Government in Kenya <b>(5 Lessons)</b>	By the end of the sub strand, the learner should be able to;	Learners are guided to: <ul style="list-style-type: none"> <li>• Brainstorm in pairs on forms of leadership in their community and share in class</li> <li>• Use appropriate media to describe early forms of government among the Maasai and Ameru</li> </ul>	How was your community ruled in the past?

		<p>a) describe early forms of government among selected communities in Kenya</p> <p>b) illustrate the differences and similarities in early forms of government between the Maasai and Ameru</p> <p>a) appreciate the importance of early forms of governance in our country</p>	<ul style="list-style-type: none"> <li>• Find out from the library or relevant sources the early forms of government among the Maasai and Ameru</li> <li>• Present their findings in class</li> <li>• Develop a chart to illustrate the differences and similarities in early forms of government among the Maasai and the Ameru</li> <li>• Create a simple journal on what they have learnt about early forms of government among the Maasai and the Ameru</li> <li>• Role play early forms of government among the Maasai or the Ameru</li> </ul>	
	<p><b>4.2 Citizenship</b> 4.2.1 Good citizenship in Kenya (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) state how one becomes a Kenyan citizen</p> <p>b) explain ways in which one may lose Kenyan citizenship</p> <p>c) discuss the requirements for dual citizenship in Kenya</p> <p>d) develop communication messages on good citizenship in our country</p> <p>e) demonstrate good citizenship in Kenya</p>	<p>Learners are guided to;-</p> <ul style="list-style-type: none"> <li>• Find out ways of becoming a Kenyan citizen using digital resources</li> <li>• Brainstorm in groups, ways of becoming a Kenyan citizen and share in class.</li> <li>• Discuss in pairs, the requirements for dual citizenship in Kenya and share in class.</li> <li>• Discuss in groups, ways in which one may lose Kenyan citizenship and present in class.</li> <li>• Write an essay on what may happen if one lost Kenyan citizenship</li> <li>• Create and recite poems on Kenyan citizenship.</li> <li>• Sing songs on good Kenyan Citizenship</li> <li>• Develop communication messages on good citizenship and share with others in school</li> </ul>	<p>Who is a Kenyan Citizen?</p>

	<p>4.2.2 National unity in Kenya <b>(3 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>identify national symbols in Kenya</li> <li>discuss factors which promote national unity in the country</li> <li>draw and colour the national symbols using locally available materials</li> <li>desire to promote national unity in the country</li> </ol>	<p>Learner are guided to;-</p> <ul style="list-style-type: none"> <li>Think pair and share national symbols in Kenya. (<i>The Coat of arms. The national flag ,the national anthem and the Public Seal</i>)</li> <li>Use appropriate media to identify the national symbols in Kenya and share with others in class.</li> <li>Draw and colour the national symbols in Kenya using the locally available materials. (<i>The Coat of arms. The national flag and the Public Seal</i>)</li> <li>Sing and write down in groups, the three stanzas of the National anthem of Kenya</li> <li>Brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>)</li> <li>Use appropriate media to establish factors which promote national unity in Kenya</li> <li>Find out from parents/ guardians or elders about the National days in Kenya</li> <li>Write a report and share in class about national days in Kenya</li> <li>Share experiences on national days in Kenya</li> <li>Sing songs on national unity</li> <li>Participate in celebration of national days in Kenya</li> </ul>	<p>How can we promote National unity in our country?</p>
	<p>4.2.3 Human rights <b>(2 Lessons)</b></p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>identify the basic human rights in Kenya</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Brainstorm in groups on the meaning of Human Rights and share in class</li> <li>Identify the basic human rights in Kenya using appropriate media and share in class</li> </ul>	<p>Why is it important to respect human rights?</p>

		<p>b) explain the importance of human rights in society</p> <p>c) create awareness on the importance of respecting human rights in society</p> <p>d) desire to promote respect for human rights in society</p>	<ul style="list-style-type: none"> <li>• Discuss in groups the importance of human rights in society and do class presentations.</li> <li>• Engage with a resource person on the importance of human rights and write a report</li> <li>• Recite poems and sing songs on importance of human rights in society.</li> <li>• Develop posters to create awareness on the importance of respecting human rights in society</li> </ul>	
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	<p><b>4.3 Governance in Kenya</b> 4.3.1 Democracy in Society <b>(2 Lessons)</b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>identify types of democracy in Kenya</li> <li>discuss benefits of democracy in society</li> <li>develop posters on benefits of democracy in society</li> <li>desire to promote democracy in society</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Brainstorm, in pairs to understand the meaning of democracy.</li> <li>Find out types of democracy in Kenya using appropriate media and write short notes (<i>Direct and in direct Democracy</i>)</li> <li>Discuss in groups and list the benefits of democracy in society</li> <li>Engage with a resource person on the benefits of democracy in society</li> <li>Find out more about benefits of democracy in society using digital resources/appropriate media</li> <li>Recite poems /sing songs on the importance of democracy in society</li> <li>Participate in democratic processes in society</li> </ul>	<p>How can we practice democracy in our society?</p>
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	<p>4.3.2 Electoral process in Kenya <b>(4 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>explain the importance of voting in Kenya</li> <li>illustrate the steps of voting in the country</li> <li>identify the elective political positions in Kenya</li> <li>desire to participate in free and fair elections</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Think pair and share on the meaning of voting</li> <li>Brainstorm in pairs, the importance of voting and share in class.</li> <li>Use digital resources to identify elective political positions in Kenya</li> <li>Engage with a resource person on the voting steps in Kenya and write a report</li> <li>Discuss in groups the voting steps in Kenya</li> <li>Develop a poster on voting steps in Kenya and display in school</li> <li>Role play the voting process in Kenya/elected leaders in Kenya</li> <li>Share with members of the community the voting steps in Kenya</li> <li>Share experiences in class on the elections in Kenya</li> </ul>	<p>Why should we vote?</p>
	<p>4.3.3 The National Government in Kenya <b>(4 Lessons)</b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>describe the composition of the three arms of National Government in Kenya</li> </ol>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Brain storm in groups the three arms of National Government in Kenya and share in class (<i>The Executive, The Legislature and The Judiciary</i>)</li> </ul>	<p>What is the work of Government in our country?</p>

		<p>b) illustrate the composition of the three arms of National Government in Kenya</p> <p>c) explain the functions of the three arms of National Government in Kenya</p> <p>d) desire to participate in national governance in the country</p>	<ul style="list-style-type: none"> <li>• Identify the three arms of government using appropriate media and list them down.</li> <li>• Brainstorm in pairs the composition of the National Government in Kenya and share in class</li> <li>• Find out in groups, the composition of the three arms of government in Kenya using relevant sources</li> <li>• Illustrate and display in class the composition of the three arms of National Government in Kenya</li> <li>• Discuss, in groups functions of the three arms of National Government in Kenya</li> <li>• Engage with a resource person on the functions of the three arms of National Government</li> <li>• Respond to a worksheet on the functions of the three arms of National Government and share experiences.</li> </ul>	
<p><b>Core Competences to be developed:</b> Learning to learn as they search, find, collect and display portraits of the selected traditional leaders in Kenya. Digital literacy as they use appropriate media to watch or observe pictures of selected traditional leaders in Kenya; imagination and creativity as they make the chart to illustrate the differences between early forms of government of the Ameru and Maasai. Critical thinking and problem solving as they brainstorm in pairs on the three arms of the National Government. Self-efficacy as they recite poems on the importance of democracy in the society. Kenyan citizen, state the requirements for dual citizenship in Kenya and explain ways in which one may lose Kenyan citizenship. Citizenship as they learn about governance in Kenya and importance of participating in governance</p>				
<p><b>PCIs:</b> Social cohesion as they collect and display portraits of selected traditional leaders in Kenya. Life skills as they make the chart to illustrate the differences between early forms of government of the Ameru and the Maasai. Gender as they discuss the role of Kivoi wa Mwendwa and Mekatilili wa Menza in pre-colonial Kenya</p>			<p><b>Values:</b> Unity as they discuss in groups the roles of the selected traditional leaders in Kenya. Patriotism as they appreciate the role played by selected traditional leaders in Kenya. Peace as they create peace messages and display them in school.</p>	
<p><b>Links to other learning areas:</b> -English as they discuss in groups. Art and craft as they draw, colour, collect and display portraits, photos and pictures of</p>			<p><b>Suggested Community Service Learning activities:</b></p>	

traditional leaders in Kenya. Religious Education as they discuss the role of traditional leaders in Kenya.	Share with parents/guardians the role of traditional leaders in society. Share with members of the family peaceful ways of resolving conflicts. Share with members of the community the voting steps in Kenya
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### Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
1. Describing the roles of selected traditional leaders in Kenya	Comprehensively describes the roles of Kivoi wa Mwendwa and Mekatalili wa Menza	Describes the roles of Kivoi wa Mwendwa and Mekatalili wa Menza.	Describes some of the roles of Kivoi wa Mwendwa and Mekatalili wa Menza.	Has challenges in describing the roles of Kivoi wa Mwendwa and Mekatalili wa Menza.
2. Illustrating the early forms of Government among the <i>Ameru</i> and the <i>Maasai</i> )	Correctly and explicitly Illustrates the differences and similarities in early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> .	Correctly illustrates the differences and similarities in early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i>	Illustrates some differences and similarities in early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i>	Hardly illustrates the differences and similarities in early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> .
3. Stating ways of becoming a Kenyan citizen and explaining how one may lose it	Correctly states and gives details of ways of becoming a Kenyan citizen and how one may lose it	Correctly states ways of becoming a Kenyan citizen and explains how one may lose it.	Partially states ways of becoming a Kenyan citizen and explains how one may lose it.	Hardly states ways of becoming a Kenyan citizen and in explaining how one may lose it
4. Identifying national symbols in Kenya	Accurately identifies and describes all the national symbols in Kenya	Accurately identifies all the national symbols in Kenya	Identifies some of the national symbol in Kenya	Has challenges in identifying the national symbols in Kenya
5. Discussing factors that promote national unity in Kenya.	Correctly and comprehensively discusses factors which promote national unity in Kenya	Correctly discusses factors that promote national unity in Kenya.	Correctly discusses some of the factors which promote national unity in Kenya	Has difficulties in discussing factors which promote National unity in Kenya

6. Explaining the importance of Human rights in Kenya	Correctly explains and gives details on importance of Human rights in society.	Correctly explains the importance of Human rights in society.	Correctly explains some importance of Human rights in society.	Has difficulties in explaining the importance of human rights in society.
7. Discussing benefits of democracy in society	Correctly and comprehensively discusses the benefits of democracy in society	Correctly discusses the benefits of democracy in society	Correctly discusses some of the benefits of democracy in society	Has challenges in discussing the benefits of democracy in society
8. Illustrating the steps of voting and elective positions in Kenya	Correctly outlines and gives details of all the voting steps and elective positions in Kenya	Correctly outlines all the voting steps and elective positions in Kenya	Correctly outlines some of the voting steps and elective positions in Kenya	Has challenges in outlining the voting steps and elective positions in Kenya
9. Describing the composition and functions of the three arms of national government in Kenya	Correctly and comprehensively describes the composition and functions of the three arms of national government in Kenya	Correctly describes the composition and functions of the three arms of national government in Kenya	Partially describes the composition and functions of the three arms of national government in Kenya	Has challenges in describing the composition and functions of the three arms of national government in Kenya

The following table shows suggested assessment methods, learning resources and non-formal activities to support learning.

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<b>1.0 Natural and the Built Environments</b>	<b>1.1 Natural Environment</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Real objects</li> <li>• Maps</li> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> </ul>	1. Collect and display maps/pictures showing the main physical features in Kenya 2. Model in groups a map of Kenya showing the main climatic regions and display in class
	<b>1.2 The Built Environments in Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Worksheets, Activity sheets</li> <li>• Resource persons</li> <li>• Artefacts</li> <li>• Museum, Monuments, Cultural and historical sites</li> <li>• Newspaper cuttings</li> <li>• Libraries</li> <li>• Display boards</li> </ul>	1. Develop communication messages on the importance of caring for historic built environments in Kenya 2. Visit a nearby historic built environment and write a report after the visit/visit a museum to learn about the past and write a report 3. Participate in caring for historic built environments within the locality.
<b>2.0 People and Population</b>	<b>2.1 Culture and Social Organizations</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Anecdotal Records f) Checklist g) Portfolio.	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Live Radio Broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> </ul>	1. Find out from parents/guardians the methods of instruction used in African traditional education and write an essay for sharing in class. 2. Design posters in groups, on methods of instruction used in African Traditional Education

			<ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Museum, Monuments, Cultural and historical sites</li> <li>• Newspaper cuttings</li> <li>• Magazines/journals</li> <li>• Libraries</li> </ul>	
	<b>2.2 People of Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Artefacts</li> <li>• Museum, Monuments, Cultural and historical sites</li> <li>• Newspaper cuttings</li> <li>• Libraries</li> </ul>	1. Role-play interdependence of language groups in Kenya. 2. Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school
	<b>2.3 Population distribution in Kenya</b>	a) Oral Questions b) Teacher made tests Observation	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Photographs, pictures and paintings</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> </ul>	1. Role-play interdependence of language groups in Kenya. 2. Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school 3. Play computer games on population distribution in Kenya.
<b>3.0 Resources and Economic Activities</b>	<b>3.1 Resources and economic activities in Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio.	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Photographs, pictures and paintings</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> </ul>	1. Care for trees and soil within the school environment 2. Collect samples of resources found within the environment and display in class

<b>3.2 Agriculture in Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio.	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Photographs, pictures and paintings</li> <li>• Live Radio Broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Worksheets, Activity sheets</li> <li>• Resource persons</li> <li>• Newspaper cuttings</li> <li>• Magazines/journals</li> <li>• Libraries</li> <li>• Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop in groups, a sack garden at school</li> <li>2. Develop a poster on dairy animals</li> </ol>
<b>3.3 Fishing in Kenya</b>	a) Oral Questions b) Teacher made tests c) Project Work	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Photographs, pictures</li> <li>• Flash cards and posters</li> <li>• Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community</li> </ol>
<b>3.4 Wildlife and Tourism in Kenya</b>	a) Oral Questions b) Teacher made tests c) Checklist d) Portfolio.	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs and pictures</li> <li>• Flash cards and posters</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Artefacts</li> <li>• Museum, Monuments, Cultural and historical sites</li> <li>• Newspaper cuttings</li> <li>• Libraries</li> <li>• Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Debate on the contribution of tourism to the economy of Kenya</li> <li>2. Find out from parents/guardians and elders ways of promoting tourism in Kenya</li> <li>3. Visit a nearby tourist attraction site and write a report</li> <li>4. Write an essay on the importance of Museum as a cultural tourist attraction in Kenya</li> </ol>
<b>3.5 Transport in Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Maps</li> <li>• Flash cards and posters</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw the road signs in Kenya and display in class.</li> </ol>

			<ul style="list-style-type: none"> <li>• TV/video/films/slides/ Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Artefacts</li> <li>• Newspaper cuttings</li> </ul>	<ol style="list-style-type: none"> <li>2. Find out ways of observing road safety in Kenya using digital resources/appropriate media and write a report.</li> <li>3. Visit a nearby children’s traffic park to learn more about road safety.</li> </ol>
	<b>3.6 Communication in Kenya</b>	<ol style="list-style-type: none"> <li>a) Oral Questions</li> <li>b) Teacher made tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Checklist</li> <li>f) Portfolio.</li> </ol>	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Real objects/Realia</li> <li>• Maps</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Artefacts</li> <li>• Newspaper cuttings</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw different modern means of communication and display in class</li> <li>2. Role-play use of various modern means of communication</li> <li>3. Find out from parents/ guardians the various means of communication and share in class</li> <li>4. Recite poems on modern means of communication</li> </ol>
	<b>3.7 Mining in Kenya</b>	<ol style="list-style-type: none"> <li>a) Oral Questions</li> <li>b) Teacher made tests</li> <li>c) Observation</li> </ol>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs and pictures</li> <li>• Flash cards and posters</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> </ul>	<ol style="list-style-type: none"> <li>1. Visit a mining site in the locality/use internet to learn more about importance of mining</li> <li>2. Prepare a report on the visit/internet search and present it in class</li> <li>3. Create posters on importance of mining in Kenya</li> </ol>
<b>4.0 Political Systems and Governance</b>	<b>4.1 Leadership and Political Change in Kenya</b>	<ol style="list-style-type: none"> <li>a) Oral Questions</li> <li>b) Teacher made tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Checklist</li> <li>f) Portfolio</li> </ol>	<ul style="list-style-type: none"> <li>• Photographs , pictures and paintings</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Live Radio Broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya</li> <li>2. Draw, colour and display in class pictures of selected traditional leaders</li> </ol>

				<ol style="list-style-type: none"> <li>3. Share with parents/guardians the contributions of traditional leaders in Kenya</li> <li>4. Create a simple journal on what they have learnt about early forms of government among the Maasai and the Ameru</li> <li>5. Role play early forms of government among the Maasai or the Ameru</li> </ol>
	<b>4.2 Citizenship</b>	<ol style="list-style-type: none"> <li>a) Oral Questions</li> <li>b) Teacher made tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Journaling</li> <li>f) Portfolio</li> </ol>	<ul style="list-style-type: none"> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Live Radio Broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Newspaper cuttings</li> <li>• Magazines/journals</li> <li>• Libraries</li> <li>• Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Create and recite poems on Kenyan citizenship.</li> <li>2. Sing songs on good Kenyan Citizenship</li> <li>3. Develop communication messages on good citizenship and share with others in school</li> <li>4. Find out from parents/guardians and elders about the National days in Kenya</li> <li>5. Write a report and share in class about National days in Kenya</li> <li>6. Sing songs on National unity</li> <li>7. Participate in celebration of national days in Kenya</li> <li>8. Recite poems and sing songs on importance of human rights in society.</li> <li>9. Develop posters to create awareness on the importance of respecting human rights in society</li> </ol>

	<b>4.3 Governance in Kenya</b>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work	<ul style="list-style-type: none"> <li>• Local and extended environment</li> <li>• Photographs, pictures and paintings</li> <li>• Flash cards and posters</li> <li>• TV/video/films/slides/ Internet sources</li> <li>• Live Radio Broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Newspaper cuttings</li> <li>• Magazines/journals</li> <li>• Libraries</li> <li>• Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Recite poems /sing songs on the importance of democracy in society</li> <li>2. Participate in democratic processes in society</li> <li>3. Develop a poster on voting steps in Kenya and display in school</li> <li>4. Role play the voting process in Kenya</li> <li>5. Share with members of the community the voting steps in Kenya</li> </ol>
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