



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A skilled and Ethical Society*

# **PRIMARY SCHOOL CURRICULUM DESIGN**

## **SOCIAL STUDIES**

### **GRADE 4**

First Published 2017

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### LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
<b>Total</b>		<b>35</b>

## **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.

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day-to-day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

## **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.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. explore the environment for learning and enjoyment.
2. demonstrate desirable values, attitudes and practices for sustainable social interactions.
3. develop appropriate organizational, practical and technological competencies for problem solving.
4. understand and appreciate Human Rights and civic responsibility for attainment of social justice.
5. apply acquired competencies in solving environmental challenges for sustainable development.
6. understand the System of Governance in Kenya and be willing to participate in its processes.
7. participate in Community Service Learning to manage pertinent and contemporary issues in society effectively.
8. respect and appreciate cultural and human diversity to promote cohesion and integration.



**STRAND: 1.0 NATURAL AND BUILT ENVIRONMENTS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>1.0 Natural and Built Environments</b></p>	<p><b>1.1 Compass Direction</b>  (6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the four cardinal points of a compass,</p> <p>b) use the four cardinal points to give directions on a map,</p> <p>c) appreciate the use of four cardinal points in everyday life.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm the four cardinal points,</li> <li>● practice giving directions to places using the four cardinal points,</li> <li>● draw and label the four cardinal points,</li> <li>● play computer games on the compass direction for enjoyment,</li> <li>● use the four compass points to show direction on the interactive map to enrich the mapping skills.</li> </ul>	<p>How can we show direction of places?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: Learners interact with new technology as they play computer games on compass direction for enjoyment.</li> <li>● Learning to learn: Learners develop relationships as they share resources and practice giving direction of places using the four cardinal points.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Learners cooperate as they practice giving direction of places using the four cardinal points.</li> <li>● Respect: Learners show patience as they play computer games on compass direction for enjoyment.</li> </ul>				

<p><b>Pertinent Contemporary Issues(PCIs):</b>  <b>Creative Thinking:</b> Learners participate in creative games as they play computer games on compass direction for enjoyment.</p>
<p><b>Links to other Learning Areas:</b>  Learners use Creative Arts skills as they draw and label the four cardinal points.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>1.0 Natural and Built Environments</b></p>	<p><b>1.2 Location and size of the County (5 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 sub-counties in the counties,</li> <li>locate the county in relation to neighboring counties,</li> <li>estimate the size of the county in relation to neighbouring counties,</li> <li>acknowledge the location and size of the county.</li> </ol>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm and identify sub-counties in their County.</li> <li>use relevant print of digital resources to identify the location of the County in relation to neighbouring counties</li> <li>discuss the size of the county in relation to the neighbouring counties</li> <li>sketch, colour, and display the map of the County in class.</li> <li>play games on the location of the county in relation to neighbouring counties.</li> </ul>	<p>Why is it important to learn the size and location of a county?</p>

<p><b>Core Competencies to be developed:</b>  <b>Digital Literacy:</b> Learners develop simple games as they play games on the location of the county in relation to the neighbouring counties</p>
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**Values:**

- **Responsibility:** Learners engage in assigned roles and duties as they discuss the size of the county in relation to the neighbouring counties
- **Integrity:** Learners exhibits fairness as they play computer games on compass direction for enjoyment

**Pertinent Contemporary Issues(PCIs):**

- **Decision Making and Problem Solving:** Learners play creative games and compete as they locate the county in relation to the neighbouring countries
- **Effective Communication:** Learners brainstorm to identify sub-counties in their County.

**Links to other Learning Areas:**

- Learners apply listening and speaking skills as they discuss in groups the size of the county in relation to the neighbouring counties...

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>1.0 Natural and Built Environments</b>	<b>1.3 Physical features in the County (5 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the main physical features in the County,</li> <li>b) illustrate the main physical features in the County,</li> <li>c) state the importance of the main physical features in the County,</li> <li>d) embrace responsible behavior to conserve physical features.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm the main physical features in the County (<i>Vegetation, mountains, hills, rivers, lakes, oceans, valleys and plains,</i>)</li> <li>● sketch the main physical features in the county,</li> <li>● use digital resources to draw or take photographs of the main physical features in the county,</li> <li>● use print resources to draw or take photographs of the main physical features in the county,</li> <li>● discuss the importance of the main physical features in the county and share the discussion points in class,</li> <li>● model some of the main physical features in the county,</li> <li>● display pictures or models of the main physical features in the county in class,</li> <li>● find out from parents or guardians how to</li> </ul>	Why are physical features important for a County?

			conserve the main physical features in the county and share.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Digital Literacy:</b> Learners create some images using digital resources as they sketch the main physical features in the county.</li> <li>● <b>Creativity and imagination:</b> Learners use creativity while undertaking tasks as they model some of the main physical features in the county.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Social Justice:</b> Learners accord equal opportunities in sharing responsibilities as they discuss the importance of the main physical features in the county and share the discussion points in class.</li> <li>● <b>Love:</b> Learners portray a caring attitude as they use digital resources to draw or take photographs of the main physical features in the county.</li> </ul>				
<p><b>Pertinent Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Self-Awareness:</b> Learners appreciate others' uniqueness as they model some of the main physical features in the county.</li> <li>● <b>Citizenship:</b> Learners engage effectively with others as they display pictures or models of the main physical features in the county in class.</li> </ul>				
<p><b>Links to other Learning Areas:</b></p> <p>Learners use speaking skills as they discuss in groups the importance of the main physical features in the county and share the discussion points in class.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>1.0 Natural and Built Environments</b>	1.4 <b>Seasons in the County (4 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify seasons experienced in the county, b) explain how seasons influence human activities in the county, c) model weather charts of seasons in the county, d) appreciate the different seasons experienced in the county.	Learner is guided to: <ul style="list-style-type: none"> <li>● use print or digital resources to identify seasons experienced in the county (<i>Hot, cold, dry and rainy season</i>),</li> <li>● brainstorm about seasons experienced in the County,</li> <li>● sing songs about seasons experienced in the County,</li> <li>● observe and record in charts human activities associated with different seasons.</li> </ul>	How do seasons influence human activities in the county?
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> Learners develop relationships as they brainstorm about seasons experienced in the County.</li> <li>● <b>Digital Literacy:</b> Learners interact with technology as they use print or digital resources to identify seasons experienced in the county.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Respect:</b> Learners appreciate diverse opinions as they brainstorm about seasons experienced in the County.</li> <li>● <b>Unity:</b> Learners strive to achieve a common goal as they observe and record in charts human activities associated with different seasons.</li> </ul>				

**Pertinent Contemporary Issues(PCIs):**

- **Safety and security:** Learners will know to take safety precautions as they use print or digital resources to identify seasons experienced in the county (*Hot, cold, dry and rainy season*).
- **Citizenship:** Learners engage effectively with others as they sing songs about seasons experienced in the County.

**Links to other Learning Areas:**

Learners apply musical skills from Creative Arts as they sing about seasons experienced in the County.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 Natural and Built Environments</b>	<b>1.5</b> Historic built environments in the County <b>(5 lessons)</b>	By the end of the sub strand, the learner should be able to:  a) identify the main historic built environments in the County,  b) explain the importance of the main historic built environments in the County,  c) state ways of caring for historic built environments in the County,  d) participate in	Learner is guided to: <ul style="list-style-type: none"><li>● brainstorm and share the main historic built environments in the County (<i>Museums, monuments, Cultural centers</i>),</li><li>● use print or digital resources to identify historic built environments in the county,</li><li>● visit some of the historic built environments within the locality (<i>take photographs, audio tape conversations on the environments or take notes</i>),</li><li>● engage the resource person to discuss the importance of the</li></ul>	How can we care for the historic built environments in our County?

		<p>conservation activities of the historic built environments within the county,</p> <p>e) appreciate historic built environments in the County.</p>	<p>historic built environment in the county,</p> <ul style="list-style-type: none"> <li>● create a picture booklet on the historic built environment,</li> <li>● participate in caring for historic built environments within the locality as service learning (<i>collecting litter, sweeping</i>).</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Creativity and imagination:</b> Learners develop skill of decision making as they create a picture booklet on the historic built environment.</li> <li>● <b>Learning to Learn:</b> Learners develops relationships as they engage the resource person in discussing the importance of the historic built environment in the county.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Love:</b> Learners portrays a caring attitude as they participate in caring for historic built environments within the locality as service learning (<i>collecting litter, sweeping</i>).</li> <li>● <b>Respect:</b> Learners understands and appreciates the resource person as they discuss the importance of the historic built environment in the county</li> </ul>				
<p><b>Pertinent Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Assertiveness:</b> Learners speak clearly and airs views firmly as they engage the resource person to discuss the importance of the historic built environment in the county.</li> <li>● <b>Decision Making:</b> Learners respects others' views/feelings as they visit some of the historic built environments within the locality (<i>take photographs, audio tape conversations on the environments or take notes</i>).</li> </ul>				



**Links to other Learning Areas:**

Learners use Creative Arts skills to create a picture booklet on the historic built environment

**ASSESSMENT RUBRIC**

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicators</b>				
Ability to use the four cardinal points to give direction of places	Uses the four cardinal points to give direction of places with illustrations	Uses the four cardinal points to give direction of places	Uses two or three cardinal points to give direction of places	Uses One cardinal point to give direction of places
Ability to locate the county in relation to neighbouring counties	Locates the county in relation to neighbouring counties with details	Locates the county in relation to the neighbouring counties	Locates the county in relation to some of the neighbouring counties	Locates the county in relation to neighbouring counties leaving many counties
Ability to identify the main physical features in the County	Identifies the main physical features in the County exhaustively	Identifies the main physical features in the County	Identifies some physical features in the County	Identifies physical features in the County but leaves many features.

Ability to state the importance of the main physical features in the County	States the importance of the main physical features in the County with examples	States the importance of the main physical features in the County	States the importance of the main physical features in the County leaving some	States the importance of the main physical features in the County but leaves many
Ability to explain how seasons influence human activities in the county.	Explain how seasons influence human activities in the county with examples	Explains how seasons influence human activities in the county	Explains how seasons influence human activities in the county leaving few details	Explains how seasons influence human activities in the county leaving many details
Ability to explain the importance of the main historic built environments in the County	Explains the importance of the main historic built environments in the County with examples.	Explains the importance of the main historic built environments in the County.	Explains the importance of the main historic built environments in the County partially.	Hardly explains the importance of the main historic built environments in the County.
Ability to state ways of caring for historic built environments in the County	States ways of caring for historic built environments in the County with examples	States ways of caring for historic built environments in the County	States some ways of caring for historic built environments in the County	Unable to state ways of caring for historic built environments in the County.
Ability to explain the importance of the main historic built environments in the County	Explains the importance of the main historic built environments in the County with examples.	Explains the importance of the main historic built environments in the County.	Explains some of the importances of the main historic built environments in the County	Explains the importance of the main historic built environments in the County with assistance

Ability to explain the benefits of interdependence of people in the county	Explains the importance of interdependence of people in the County with examples	Explains the importance of interdependence of people in the County.	Explains the importance of interdependence of people in the County partially.	Explains the importance of interdependence of people in the County with support
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**STRAND: 2.0 PEOPLE AND POPULATION**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>2.0 People and Population</b></p>	<p><b>2.1 Inter-dependence of people (6 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify ways in which people depend on each other in the County,</p> <p>b) explain the benefits of inter-dependence of people in the County,</p> <p>c) appreciate inter-dependence of people in the County.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm in class the ways in which people depend on each other in the County,</li> <li>● use print or digital resources to identify ways in which people depend on each other in the County,</li> <li>● create a chart on benefits of interdependence among the people,</li> <li>● role-play inter-dependence of people (<i>market, farming, hospital, church, mosque</i>),</li> <li>● recite a poem about the importance of inter-dependence of people,</li> <li>● find out from parents or guardians about the importance of inter-dependence of people and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people in the County depend on each other?</li> <li>2. Why should we support each other in the County?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship:</b> Learners develop skill of promoting health relationship as they role play interdependence of people in the county.</li> <li>● <b>Learning to Learn:</b> Learners promote relationships as they find out from parents or guardians about the importance</li> </ul>				

of interdependence of people and report back.

**Values:**

- **Love:** Learners portray a caring attitude as they work to create a chart on benefits of interdependence among people.
- **Social justice:** Learners advocate for harmonious relationships as they discuss the importance of interdependence among people.

**PCIs:**

- **Assertiveness:** Learners speak clearly and air views firmly as they brainstorm in class the ways in which people depend on each other in the county.
- **Social Cohesion:** Learners respect others' views/feelings as they work to create a chart on benefits of interdependence among people.

**Links to other Learning Areas:**

Learners develop communication skills as they recite a poem about the importance of interdependence of people.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 People and Population	2.2 Population distribution (5 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe patterns of population distribution in the County,</p> <p>b) design the patterns of population distribution in the County,</p> <p>c) appreciate population distribution in the County.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss population distribution in the County,</li> <li>● use a digital map or print of the County to identify the patterns of population, distribution in the County,</li> <li>● share the diagrams of the patterns on population distribution in class,</li> <li>● use the map of the County to plot patterns of population distribution,</li> <li>● draw a map of the county showing population distribution,</li> <li>● display the map of the County in the appropriate learning corner.</li> </ul>	How is population spread out in the County?
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● <b>Digital Literacy:</b> Learners use a digital map or print of the County to identify the patterns of population distribution.</li> <li>● <b>Learning to Learn:</b> Learners develop relationships as they share diagrams of the patterns on population distribution in class.</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility:</b> Learners develop self-drive as they share the diagrams of the patterns on population distribution in class.</li> <li>● <b>Integrity:</b> Learners have self-discipline as they use a digital map or print of the County to identify the patterns of population distribution.</li> </ul>
<p><b>PCIs:</b></p> <ul style="list-style-type: none"> <li>● <b>Critical thinking and problem solving:</b> Learners ask challenging questions as they share the diagrams of the patterns on population distribution in class.</li> <li>● <b>Effective Communication:</b> Learners use appropriate communication channel as they discuss population distribution in the County.</li> </ul>
<p><b>Links to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>● Learners apply listening and speaking skills as they discuss population distribution in the County.</li> <li>● Learners apply Creative Arts skills as they draw a map of the county showing population distribution.</li> </ul>

### ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of people in the county.	Explains the benefits of inter-dependence of people in the County with examples.	Explains all the benefits of inter-dependence of people in the county.	Explains some the benefits of inter-dependence of people in the County	Explains the benefits of inter-dependence of people in the County leaving many details.

Ability to describe patterns of population distribution in the county.	Describes patterns of population distribution in the county with illustrations	Describes patterns of population distribution in the county.	Describes some of the patterns of population distribution in the county.	Describes patterns of population distribution in the county incorrectly.
Ability to design the patterns of population distribution in the county.	Designs the patterns of population distribution in the county creatively	Designs the patterns of population distribution in the county.	Designs some of the patterns of population distribution in the county.	Designs the patterns of population distribution in the county with support.



**STRAND: 3.0 CULTURE AND SOCIAL ORGANIZATIONS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>3.0 Culture and Social Organizations</b></p>	<p><b>3.1 Aspects of Traditional Culture in the County.</b> (4 lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) identify aspects of traditional culture in the County,</p> <p>b) describe aspects of traditional culture in the County,</p> <p>c) appreciate the importance of traditional culture in the County.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm to identify aspects of traditional culture in the County. (<i>dressing, food, housing, artefacts, sports and games, festivals and ceremonies</i>)</li> <li>● describe aspects of traditional culture in the County.</li> <li>● discuss the importance of traditional culture in the County.</li> <li>● collect and record aspects of traditional culture in the community. (<i>pictures ,songs, artefacts, dress, food, paintings, tools</i>)</li> <li>● display different aspects of traditional culture in class</li> <li>● conduct peer assessment of the displays.</li> </ul>	<p>Why is culture important?</p>
<p><b>Core Competencies to be developed :</b></p> <ul style="list-style-type: none"> <li>● <b>Creativity and imagination:</b> Learners ask challenging questions as they discuss the importance of traditional culture in the County.</li> </ul>				

- **Self-Efficacy :** Learners develop relationships as they brainstorm to identify aspects of traditional culture in the County (*dress, food, housing, artefacts, sports and games, festivals and ceremonies*)

**Values:**

- **Unity:** Learners display team spirit as they describe aspects of traditional culture in the County
- **Social Justice:** Learners accord equal responsibility as they collect and record aspects of traditional culture in the community.  
(*pictures, songs, artefacts, dress, food, paintings, tools*)

**Pertinent Contemporary Issues(PCIs):**

- **Self Esteem:** Learners are able to accept and like self as they discuss the importance of traditional culture in the County.
- **Self Awareness:** Learners appreciate individual uniqueness as they describe aspects of traditional culture in the County

**Links to other Learning Areas:** Learners apply geometrical concepts in Mathematics as they draw a map of the county showing population distribution

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Culture and Social Organizations	3.2. The school (3 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the history of the school, b) recite the school motto, c) explain the values of the school, d) desire to obey the school rules.	Learner is guided to: <ul style="list-style-type: none"> <li>● gather information on “The history of the school” from the school administration and share in class,</li> <li>● participate in the designing of school motto and rules,</li> <li>● discuss the history of the school with others in class,</li> <li>● recite the school motto,</li> <li>● create a journal on the history of the school,</li> <li>● use digital or print resources to develop a poster on the school motto,</li> <li>● use digital or print resources to develop a poster on the school values core values and display it in class,</li> <li>● display, make a gallery walk and peer assess.</li> </ul>	Why is it important to maintain discipline in school?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> Learners speak clearly and effectively as they recite the school motto</li> <li>● <b>Citizenship:</b> Learners engages with others effectively as they gather information on “The history of the school” from the school administration and share in class</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Responsibility:</b> Learners shows determination as they gather information on “The history of the school” from the school administration and share in class</li> </ul>				

- **Integrity:** Learners exhibit discipline as they display, make a gallery walk and peer assess.

**Pertinent Contemporary Issues(PCIs):**

- **Honesty:** Learners speaks and acts honestly as they discuss the history of the school with others in class
- **Freedom:** Learners responsibly exercise freedom as they give their views as they design school motto and rules appreciate individual uniqueness as they describe aspects of traditional culture in the County

**Links to other Learning Areas:**

Learners apply graphic designing in Creative Arts in the designing of school motto and rules

**ASSESSMENT RUBRIC**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify aspects of traditional culture in the County	Identifies aspects of traditional culture in the County with examples	Identifies all the aspects of traditional culture in the County	Identifies some of the aspects of traditional culture in the County	Identifies none of the aspects of traditional culture in the County.
Ability to describe aspects of traditional culture in the County	Describe aspects of traditional culture in the County exhaustively	Describes all the aspects of traditional culture in the County	Describes some of the aspects of traditional culture in the County	Describes none of the aspects of traditional culture in the County

Ability to explain the values of the school	Explains the values of the school with examples	Explains all the values of the school	Explains some of the values of the school	Explains none of the values of the school
Ability to narrate the history of the school	Narrates the history of the school effectively	Narrates the history of the school	narrates the history of the school partially	Narrates the history of the school with assistance

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**STRAND: 4.0 RESOURCES AND ECONOMIC ACTIVITIES**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>4.0 Resources and Economic Activities</b></p>	<p>4.1 Resources in the County ( 4 lessons)</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 the main resources found in the county,</li> <li>b) identify the main economic activities carried out in the county,</li> <li>c) explain the importance of economic activities carried out in the county,</li> <li>d) participate in economic activities in the county,</li> <li>e) desire to conserve resources in the county.</li> </ul>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● use print or digital resources to</li> <li>● identify the main resources found in the county</li> <li>● collect and display samples of resources in learning corners. <i>(Observe safety)</i></li> <li>● brainstorm the resources and economic activities in the county</li> <li>● make posters on the resources and activities found in the county</li> <li>● recite poems and sing songs on the resources and economic activities in their county</li> <li>● play relevant educational computer games on economic</li> </ul>	<p>How can we conserve the resources found in the county?</p>

			<p>activities carried out in the county</p> <ul style="list-style-type: none"> <li>● discuss the importance of economic activities in the county</li> <li>● brainstorm on how to conserve the resources found in the county.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> Learners work in teams and recognizes the value of others as they discuss the importance of economic activities in the county</li> <li>● <b>Learning to Learn:</b> Learners shares available resources make posters on the resources and activities found in the county</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Patriotism:</b> Learners shows dedication as they make posters on the resources and activities found in the county</li> <li>● <b>Unity:</b> Learners shows fairness as they play relevant educational computer games on economic activities carried out in the county</li> </ul>				
<p><b>Pertinent Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Creative and critical thinking:</b> Learners play relevant educational computer games on economic activities carried out in the county</li> <li>● <b>Decision Making and problem solving:</b> Learners make decisions and resolve problems as they brainstorm in groups on how to conserve the resources found in the county.</li> </ul>				
<p><b>Links to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>● Learners use listening and speaking skills in English, Kiswahili and KSL to recite the school motto.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>4.0 Resources and Economic Activities</b>	<b>4.2 Trade and Industries in the County (6 lessons)</b>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify industries in the County,</li> <li>b) locate industries in the County,</li> <li>c) explain the benefits of industries in the County,</li> <li>d) identify methods of trade in the county</li> <li>e) explore the benefits of trade in the County,</li> <li>f) appreciate lawful trading activities in the County.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm the industries in the County,</li> <li>● discuss the benefits of industries in the County,</li> <li>● brainstorm on types of trade in the County (<i>Barter &amp; Currency</i>),</li> <li>● use digital and print resources to locate industries in the county</li> <li>● visit a trading centre to learn more about trading activities and report back,</li> <li>● role-play trading activities,</li> <li>● discuss the benefits of industries in the County,</li> <li>● visit and take photos or video clips of industries found in the County,</li> <li>● create a journal of industries visited and share with others in class,</li> <li>● collect and display sample products from industries in the classroom,</li> <li>● care and conserve resources in the county.</li> </ul>	How can a county benefit from its industries?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Creativity and Imagination:</b> Learners network as they brainstorm the industries in the County.</li> </ul>				



- **Digital Literacy:** Learners use digital and print resources to effectively locate industries in the County.

**Values:**

- **Love:** Learners shows generosity as they use digital and print resources to locate industries in the County.
- **Patriotism:** Learners portray citizenship as they collect and display sample products from industries in the class.
- **Integrity:** Learners develop honesty as they utilize resources prudently as they create a journal of industries visited and share with others in class

**Pertinent Contemporary Issues(PCIs):**

**Efficacy and communication:** Learners communicate effectively as they discuss the benefits of industries in the County.

**Links to other Learning Areas:**

Learners apply communication skills as they role-play trading activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>4.0 Resources and Economic Activities</b>	<b>4.3 Enterprise Project at school (7 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) Identify the projects that can be initiated at school,</li> <li>b) participate in initiating an enterprise project at school,</li> <li>c) uphold ethics in managing the enterprise project money at the school,</li> <li>d) appreciate collective efforts in the success of enterprise project at school.</li> </ol>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm and identify enterprise projects that can be undertaken at school,</li> <li>● use digital or print resources to search for enterprise projects undertaken in schools,</li> <li>● plan for a viable enterprise project at school.</li> <li>● participate in the initiation and management of the enterprise project in the school</li> <li>● share responsibilities on the planned enterprise project.</li> <li>● discuss ethical practices to be observed in managing the enterprise project (<i>money, final products</i>).</li> <li>● undertake the enterprise project at school and evaluate its success.</li> <li>● participate in the school entrepreneurship week.</li> </ul>	<p>How can enterprise projects have initiated and managed?</p>

**Core Competencies to be developed:**

- **Communication and collaboration:** Learners contribute to decisions by participating actively in planning for a viable enterprise project at school.
- **Learning to learn:** Learners exhibit self-disciplines they work collaboratively in managing the project enterprise

**Values:**

- **Responsibility:** Learners engage in the assigned roles and duties as they undertake the enterprise project at school and evaluate its success
- **Integrity:** Learners develop accountability as they participate in the initiation and management of the enterprise project in the school

**Pertinent Contemporary Issues(PCIs):**

- **Creative and critical thinking:** Learners undertake the enterprise project at school and evaluate its success and participate in the school entrepreneurship week.
- **Humility and simplicity:** Learners do not show off or despise others as they share responsibilities on the planned enterprise project.

**Links to other Learning Areas:**

- Learners acquire business skills as they plan for a viable enterprise project at school.

## ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the main resources found in the county	Identifies the main resources found in the county with examples	Identifies the main resources found in the county	Identifies some resources found in the county	Identifies the main resources found in the county leaving many details.
Ability to identify the main economic activities carried out in the county	Identifies the main economic activities carried out in the county with examples	Identifies the main economic activities carried out in the county	Identifies some of the economic activities carried out in the county	Identifies none of the main economic activities carried out in the county.
Ability to explain the importance of economic activities carried out in the county	Explains the importance of economic activities carried out in the exhaustively	Explains the importance of economic activities carried out in the county	Explains the importance of economic activities carried out in the county leaning some details	Explains the importance of economic activities carried out in the county leaving many details.
Ability to identify industries in the County	Identifies industries in the County with examples	Identifies industries in the County	Identifies some industries in the County	Identifies industries in the County with assistance
Ability to explain the benefits of industries in the County	Explains the benefits of industries in the County with examples	Explains the benefits of industries in the County	Explains some benefits of industries in the County	Explains the benefits of industries in the County with assistance

Ability to identify methods of trade in the county	Identifies methods of trade in the County comprehensively.	Identifies methods of trade in the county	Identifies some of the methods of trade in the county	Identifies none of the methods of trade in the county.
Ability identifies the projects that can be initiated at school	Identifies projects can be initiated at school with examples	Identifies the projects that can be initiated at school	Identifies some of the projects that can be initiated at school	Identifies the projects can be initiated at school scantily
Ability to participate in initiating an enterprise project at school	Participates in initiating an enterprise project at school comprehensively.	Participates fully in initiating an enterprise project at school	Participates in initiating an enterprise project at school partially	Hardly participates in initiating an enterprise project at school

**STRAND: 5.0 CITIZENSHIP**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>5.0 Citizenship</b></p>	<p><b>5.1 Good citizenship in school (4 lessons)</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify qualities of good citizens in school,</p> <p>b) exhibit qualities of good citizenship in school,</p> <p>c) appreciate qualities of good citizenship in school.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm qualities of a good citizen in school</li> <li>● discuss how to become a good citizen in school</li> <li>● use digital or print resources to identify qualities of a good citizen in school</li> <li>● role play qualities of a good citizen in a school</li> <li>● design a poster with qualities of a good citizen in school</li> <li>● engage a resource person to discuss the importance of good citizenship</li> <li>● write an essay on a good digital citizen (<i>using technology in a positive way</i>) and share the essays in class.</li> </ul>	<p>How can we demonstrate good citizenship in school?</p>
<p><b>Core Competencies to be developed:</b>  <b>Citizenship:</b> Learners develop relationships as they engage a resource person to discuss the importance of good citizenship</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Social justice:</b> Learners share resources equitably as they use digital or print resources to identify qualities of a good citizen in school</li> <li>● <b>Peace:</b> Learners exhibit respect for self and others as they brainstorm qualities of a good citizen in school</li> </ul>				

**Pertinent Contemporary Issues(PCIs):**

- **Honesty:** Learners speak and act honestly as they discuss how to become a good citizen in school
- **Social cohesion:** Learners develop harmonious coexistence as they discuss how to become a good citizen in school

**Links to other Learning Areas:**

- Learners apply writing skills as they write an essay on a good digital citizen (*using technology in a positive way*) and share the essays in class.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.0 Citizenship	5.2 Peace (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors that promote peace in school, b) explain ways of living in peace with others in school, c) uphold peace in school, d) appreciate living together in peace in society.	Learner is guided to: <ul style="list-style-type: none"> <li>● discuss ways of promoting peace in school</li> <li>● brainstorm ways of living in peace with others</li> <li>● role- plays a peaceful situation</li> <li>● use digital or print resources to create messages on peace and display them at strategic points in the school compound</li> <li>● brainstorm and identify peace activities that can be undertaken at school.</li> <li>● use digital or print resources to find out examples of peace activities undertaken in schools (<i>Peace gardens/nature trails, Peace corners, Peace competition essays</i>).</li> <li>● plan a peace-building activity in the school</li> <li>● share responsibilities on the planned peace-building activity</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we live in peace with others in school?</li> <li>2. Why is it important to plan for a peace building activity in school?</li> </ol>



			<ul style="list-style-type: none"> <li>● Design posters with peace- building messages</li> <li>● Participate in peacebuilding activities</li> <li>● Find out from parents and guardians the importance of upholding peace</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Citizenship:</b> Learners critically inquire as they participate in peace building activities</li> <li>● <b>Communication and collaboration:</b> Learners speak clearly as they role play a peaceful situation</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Responsibility:</b> Learners observe safety precautions as they use digital or print resources to identify cultural practices that violate child rights in the community.</li> <li>● <b>Peace:</b> Learners show respect as they participate in peace building activities</li> </ul>				
<b>PCIs:</b> <b>Coping with emotions:</b> Learners create a safe school as they participate in peace building activities				
<b>Links to other Learning Areas:</b> Learners apply religious concept of peace as they discuss ways of promoting peace in school				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.0 Citizenship	5.3 Human Rights (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify forms of child abuse in the community,</li> <li>b) identify cultural practices that are harmful to children,</li> <li>c) explain effects of child abuse in the community,</li> <li>d) protect self and others from child abuse in the community,</li> <li>e) desire to promote child Rights and responsibilities in the community.</li> </ul>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm forms of child abuse in the community (<i>Early and forced marriages, Female genital mutilation, Slavery, Child Trafficking, child labour, Sexual abuse, abuse of children with special needs</i>),</li> <li>● use digital or print resources to identify cultural practices that violate child rights in the community,</li> <li>● engage a resource person to identify cultural practices that violate child rights in the community,</li> <li>● discuss effects of child abuse in the community,</li> <li>● design posters on the effects of child abuse in the community,</li> <li>● sing songs and recite poems on the protection of self and others from child abuse in the community,</li> <li>● participate in a campaign to promote child Rights and responsibilities in the community.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can harmful cultural practices violate child rights in the community?</li> <li>2. How can we protect ourselves from child abuse?</li> </ol>

**Core Competencies:**

- **Self-Efficacy:** Learners share what children go through when they are in need as they discuss effects of child abuse in the community.
- **Critical thinking and problem solving:** Learners follow simple instructions to solve problems and seek help as they sing songs and recite poems on the protection of self and others from child abuse in the community .

**Values:**

- **Responsibility:** Learners observe safety precautions as they use digital or print resources to identify cultural practices that violate child rights in the community.
- **Peace:** Learners show empathy, respect diversity as they prepare posters showing ways to protect self and others from child abuse in the community

**Pertinent Contemporary Issues(PCIs):**

- **Gender Issues:** Learners organise talks on the dangers of harmful cultural practices as they engage a resource person to identify cultural practices that violate child rights in the community.
- **Self-esteem:** Learners develop ability to like self as they sing songs and recite poems on the protection of self and others from child abuse in the community.

**Links to other Learning Areas:**

- Learners use concepts of love as they brainstorm forms of child abuse in the community (*Early and forced marriages, Female genital mutilation, Slavery, Child Trafficking, child labour, Sexual abuse, abuse of children with special needs*).

## ASSESSMENT RUBRIC

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicator</b>				
Ability to identify qualities of good citizenship in school	Identifies qualities of good citizenship in school exhaustively	Identifies qualities of good citizens in school	Identifies some qualities of good citizens in school	Identifies none of the qualities of good citizens in school
Ability to identify factors that promote peace in school	Identifies factors that promote peace in school with examples	Identifies factors that promote peace in school	Identifies some factors that promote peace in school	Identifies factors that promote peace in school with assistance
Ability to explain ways of living in peace with others in school	Explains ways of living in peace with others in school with examples	Explains ways of living in peace with others in school	Explains some ways of living in peace with others in school	Explains some ways of living in peace with others in school with assistance
Ability to identify forms of child abuse in the community	Identifies forms of child abuse in the community with examples	Identifies forms of child abuse in the community	Identifies some forms of child abuse in the community	Identifies forms of child abuse in the community with assistance

Ability to identify cultural practices that are harmful to children	Comprehensively identifies cultural practices that are harmful to children	Identifies cultural practices that are harmful to children	Fairly identifies cultural practices that are harmful to children	Hardly identifies cultural practices that are harmful to children
Ability to explain effects of child abuse in the community	Explains effects of child abuse in the community with examples	Explains effects of child abuse in the community	Explains some effects of child abuse in the community	Explains some effects of child abuse in the community with prompts

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**STRAND: 6.0 GOVERNANCE IN KENYA**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p><b>6.0 Governance in Kenya</b></p>	<p><b>6.1 Democracy in school ( 3 lessons)</b></p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify democratic processes in the school,</p> <p>b) explains the benefits of democracy in school,</p> <p>c) apply democracy in school,</p> <p>d) appreciate democracy practices in school.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss ways of practicing democracy in school,</li> <li>● use digital or print resources to identify democratic processes in school,</li> <li>● document democratic processes in school and community in a journal.</li> <li>● discuss benefits of democracy in school,</li> <li>● prepare posters with benefits of democracy in school,</li> <li>● simulate a real-life situation that depicts democracy in school.</li> <li>● carry out a mock election of leaders in class,</li> <li>● engage a resource person to discuss the importance of democracy in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we practice democracy in school?</li> <li>2. Why is democracy important in a school?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> Learners develop relationships as they simulate a real-life situation that depicts democracy in school.</li> <li>● <b>Citizenship:</b> Learners develop critical inquiry into issues affecting the community as they discuss ways of practicing democracy in school.</li> </ul>				

**Values:**

- **Unity:** Learners develop enhance inclusivity, respect others' opinions as they discuss benefits of democracy in school.
- **Peace:** Learners show love as they display calmness as they simulate a real-life situation that depicts democracy in school.

**PCIs:**

**Social cohesion:** Learners develop harmonious coexistence as they simulate a real-life situation that depicts democracy in school.

**Links to other Learning Areas:**

- Learners apply writing skills in languages as they document democratic processes in school and community in a journal.
- Learners use designing skills in Creative Arts to prepare posters with the benefits of democracy in school

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Governance in Kenya	<b>6.2</b> <b>Children’s</b> <b>Government</b> <b>in school</b> <b>(4 lessons)</b>	By the end of the sub-strand, the learner should be able to:  a) explain the composition of Children’s Government in school,  b) describe the functions of the Children’s Government in school,  c) participate in Children’s Government in school,  d) respect children’s government in school.	Learner is guided to:  ● discuss the composition of Children’s Government in school,  ● share experiences in groups on functions of Children’s Government in school,  ● write a composition on ways of supporting Children’s Government in school,  ● simulate the Children’s Government in session in school,  ● role play the functions of children’s government,  ● carry out a mock election of leaders in class.	1. Why is it important to have Children’s Government in school?  2. How can we support Children’s Government in school?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication and Collaboration:</b> Learners recognizes the value of others as they share experiences on functions of Children’s Government in school.</li> </ul>				



- **Citizenship:** Learners communicate in different environments as they discuss the composition of Children’s Government in school.

**Values:**

- **Integrity:** Learners display transparency as they simulate the children’s Government in session in school
- **Social Justice:** Learners accord privileges without favour as they role play the functions of children’s government

**Pertinent Contemporary Issues(PCIs):**

**Humility and simplicity:** Learners are able to relate with others as they discuss in groups the composition of Children’s Government in school.

**Links to other Learning Areas:**

Learners apply writing skills as they write a composition on ways of supporting Children’s Government in school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Governance 7.0 in Kenya	<b>3 Community Leadership</b>  <b>5 Lessons)</b>	By the end of the sub-strand, the learner should be able to:  a) identify community leaders in the County, b) explain the duties of community leaders in the County, c) apply qualities of a good leader in the community, d) desire to support good community leadership in the County.	Learner is guided to:  ● brainstorm how to identify leaders in the community ( <i>Council of Elders, Religious and Cultural Leaders</i> ), ● discuss duties of community leaders and make class presentation, ● use digital or print resources to find out qualities of a good leader, ● engage a resource person to discuss the qualities of a good community leader and report, ● role - play good leadership in the community,	Why is it important for leaders to have good qualities?

			<ul style="list-style-type: none"> <li>● design and display a poster on qualities of good leadership in the community,</li> <li>● discuss reasons why good leadership is important.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● <b>Creativity and Imagination:</b> Learners undertake group activities and exchange new ideas that inspire creative thinking as they design and display a poster on qualities of good leadership in the community</li> <li>● <b>Learning to learn:</b> Learners develop relationships as they engage a resources person to discuss the qualities of a good community leader and report</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibility:</b> Learners show determination as they role - play good leadership in the community</li> <li>● <b>Love:</b> Learners put interests before own interest as they use digital or print resources to find out qualities of a good leader.</li> </ul>				
<p><b>Pertinent Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Coping with emotions:</b> Learners express themselves as they discuss duties of community leaders and make class presentation.</li> <li>● <b>Effective communication:</b> Learners develop effective communication skills as they Brainstorm to identify leaders in the community (<i>Council of Elders, Religious and Cultural Leaders</i>)</li> </ul>				
<p><b>Links to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>● Learners apply religious education as they engage a resource person to discuss the qualities of a good leadership learnt in community leader and report.</li> </ul>				

- Learners apply designing concepts in Creative Arts as they design and display a poster on qualities of good leadership in the community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Governance in Kenya	<b>6.4 The County Governments in Kenya (6 lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>explain the duties of County Governor in Kenya,</li> <li>explain the roles of a member of county assembly,</li> <li>describe the sources of revenue for the county government in Kenya,</li> <li>appreciate the role played by the County Government in Kenya.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm the leaders of county government in Kenya</li> <li>● engage a resource person to discuss the duties of a County Governor and MCAs in Kenya</li> <li>● role play duties of a governor</li> <li>● discuss the roles of a member of the county assembly (<i>MCA's</i>)</li> <li>● watch video clips of a county governor or MCA carrying out their duties/projects in the county</li> </ul>	Why is a county government important in Kenya?

			<ul style="list-style-type: none"> <li>● discuss sources of revenue for County Government (<i>parking fees, market fee, allocation from national government, business permits</i>)</li> <li>● write key points on duties of a County Governor in Kenya</li> <li>● discuss the importance of a County Government in Kenya</li> </ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> Learners develop relationships as they Role play duties of a governor.</li> <li>● <b>Citizenship:</b> Learners acquire active community skills as they Watch video clips of a county governor or MCA carrying out their duties/projects in the county</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Respect:</b> Learners understands and appreciates leaders as they discuss in groups the roles of a members of the county assembly (<i>MCA's</i>)</li> <li>● <b>Patriotism:</b> Learners develops love for their county as they role play duties of a governor</li> </ul>				
<b>Pertinent Contemporary Issues(PCIs):</b> <ul style="list-style-type: none"> <li>● <b>Gender:</b> Learners appreciate different roles played by male and females as they engage a resource person to discuss the duties of a County Governor and MCA's in Kenya</li> </ul>				

- **Economic Resources:** Learners recognize economic resources at the county as they discuss in pairs sources of revenue for County Government (*parking fees, market fee, allocation from national government ,business permits*)

**Links to other Learning Areas:**

Learners use language skills to write a composition on ways of supporting Children’s Government in school.

**ASSESSMENT RUBRIC**

<b>Level Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify democratic processes in school	Identifies democratic processes in school Comprehensively	Identifies democratic processes in school	Identifies some democratic processes in school	identify none democratic processes in school.
Ability to explain the benefits of democracy in school	explains the benefits of democracy in school Exhaustively	Explains the benefits of democracy in school	Partially explains the benefits of democracy in school	Hardly explains the benefits of democracy in school.
Ability to explain the composition of Children’s Government in school	explains the composition of Children’s Government in school with examples	Explains the composition of Children’s Government in school	explains the composition of Children’s Government in school	Explains the composition of Children’s Government in school with assistance

Ability to describe the functions of the Children's Government in school	Describes the functions of the Children's Government in school with examples comprehensively	Describes the functions of the Children's Government in school	Describes some functions of the Children's Government in school	Describes some of the functions of the Children's Government in school with assistance
Ability to identify community leaders in the County	Identifies community leaders in the County with examples	Identifies community leaders in the County	Identifies community leaders in the County partially	Identifies none of the community leaders in the County.
Ability to explain the duties of community leaders in the County	Explains the duties of community leaders in the County with examples	Explains the duties of community leaders in the County	Explains some duties of community leaders in the County	Explain the duties of community leaders in the County with prompts
Ability to state qualities of a good leader in the community	States qualities of a good leader in the community with examples	States qualities of a good leader in the community	States some qualities of a good leader in the community	States the qualities of a good leader in the community with prompts
Ability to explain the duties of County Governor in Kenya	Explains the duties of County Governor in Kenya with examples	Explains the duties of County Governor in Kenya	Explains some of the duties of County Governor in Kenya	Explains the duties of County Governor in Kenya scantily

Ability to explain the roles of a member of county assembly	Explains the roles of a member of county assembly with examples	Explains the roles of a member of county assembly	Explains some roles of a member of county assembly	Explains the roles of a member of county assembly with prompts
Ability to describe the sources of revenue for the county government in Kenya	Describes the sources of revenue for the county government in Kenya with examples	Describes the sources of revenue for the county government in Kenya	Describes some sources of revenue for the county government in Kenya	Describes some of the sources of revenue for the county government in Kenya but with cues.

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**APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Activities</b>
1.0 Natural and built environment	1.1. Compass direction	a) Oral questions. b) Written tests. c) Observation.	Resource persons. Maps nails carton box Approved textbooks and other printed resources.	Visit weather station
	1. 2 location and size of the County	a) Oral questions. b) Observations. c) Written tests.	Digital resources. Maps of a county Strings Marker pens Tracing paper Approved textbooks and other printed resources.	Drawing and displaying count maps
	1.3 Physical features in the County	a) Oral questions. b) Written tests. c) Observation	Digital resources. Flip charts/manila papers. Maps. Approved textbooks.	visit nearby environment

	1.4 Seasons in the county	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul>	Digital resources. Approved textbooks and other printed resources. Resource person. weather charts	Visit a weather man
	1.5 Historic built environment	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Written tests.</li> <li>c) Portfolio</li> </ul>	Digital resources. maps Approved textbooks and other printed resources.	Visit nearby historical sites
	2.1 Inter-dependence of people in the County	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Observation.</li> <li>c) Written tests.</li> <li>d) Checklists.</li> </ul>	Approved textbooks and other printed resources.	Conducting a civic dialogue with chief barazas
	2.2 Population distribution in the County	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Written tests.</li> <li>c) observation</li> </ul>	Digital resources. Flip charts/manila papers. Approved textbooks. Maps	visit market place

<b>3.0 Culture and Social Organizations</b>	<b>3.1 Aspects of Traditional Culture in the County.</b>	<ul style="list-style-type: none"> <li>a) Oral Questions.</li> <li>b) Observation.</li> <li>c) Anecdotal records.</li> </ul>	Photographs, pictures and paintings. Vetted digital resources Approved textbooks and other printed resources. Museum, Monuments,	attend music festivals
	<b>3.2 The School</b>	<ul style="list-style-type: none"> <li>a) Checklist.</li> <li>b) observation</li> <li>c) Written tests.</li> <li>d) Oral questions.</li> <li>e) Aural questions</li> </ul>	Chart Maps. Photographs	Take photographs of school
<b>4.0 Resource and Economic Activities</b>	<b>4.1 Resources in the County</b>	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul>	Approved textbooks and other printed resources. Photographs.	Visit a nearby resource

	4.2 The Trade and industries in the County	a) Oral questions. b) Observations. c) Written tests.	Internet resources. Approved textbooks and other printed resources. TV/Video.	visit a factory/cottage industry in nearby area
	4.3 Enterprise project in School	a) Oral questions. b) Observations. c) Written tests.	Posters. Flip charts/ Manilla papers. Resource person. Approved textbooks and other printed resources.	Start a project at homes
	4.4 African Diaspora	a) Oral questions. b) Observations. c) Written tests.	Internet. Approved textbooks and other printed resources.	visit resource person
5.0 Citizenship	5.1 Good Citizenship in school	Oral questions Observation Written tests	Internet Approved textbooks and other printed resources. Resource person.	participate in clubs
	5.2 Peace	Oral questions Observation Written tests	Digital or print resources	visit chief barazas on peace

			Approved textbooks and other printed resources. Posters.	
	5.3 Human Rights	a) Oral questions b) Observation c) Written tests	Internet Approved textbooks and other printed resources. Resource person.	visit a resource person
6.0 Governance in Kenya	6.1 Democracy in school	a) Oral questions b) Observation c) Written tests	internet/TV Resource person Approved textbooks and other printed resources.	Participation in school election
	6.2 Children's Governance in School	a) Oral questions. b) Observations. c) Written tests.	Posters. Flip charts/ Manilla papers. Resource person. Approved textbooks and other printed resources.	Election of pupils leaders
	6.3 Community leadership	a) Oral questions. b) Observations. c) Written tests.	internet/TV Resource person Approved textbooks and other printed resources.	visit local chief/ subchief/ nyumba kumi leader

	6.4 The County Governments in Kenya	<ul style="list-style-type: none"> <li>a) Oral questions.</li> <li>b) Observations.</li> <li>c) Written tests.</li> </ul>	internet Resource person Approved textbooks and other printed resources.	Visit County Assembly
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