



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 5

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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
Total		35

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 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 LEARNING OUTCOMES

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

- 1) understand, use and manage the immediate environment for individual and national development,
- 2) recognize and understand the need for, and importance of interdependence of people and nations,
- 3) acquire competencies to analyse population issues to improve quality of life,
- 4) understand and respect own and other people's culture for sustainable social interactions,
- 5) respect and appreciate human diversity to promote social cohesion and integration,
- 6) understand and appreciate human rights and civic responsibility for attainment of social justice,
- 7) apply acquired competencies in solving environmental challenges for sustainable development,
- 8) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- 9) understand the system of governance in Kenya and be willing to participate in its processes.

STRAND: 1.0 NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>1.0 Natural and Historic Built Environments</p>	<p>1.1 Elements of a Map (5 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the key elements of a map,</p> <p>b) illustrate the key elements of a map on a sketch,</p> <p>c) interpret features in a map using the key elements,</p> <p>d) appreciate the use of maps in daily life.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● appreciate diverse opinions as they brainstorm in groups the key elements of a map (<i>title, frame, scale, compass, key</i>), ● locate elements of a map in groups, using a sketch map, wall map, atlas and digital maps, ● come up with unique ideas as they draw a sketch map and label the key elements, ● practice reading and interpreting a map using the key elements, ● use digital technology to accomplish own task as they play computer games in groups, on the elements of a map (<i>digital, maps, atlas, wall maps</i>), 	<p>How do we use maps in our daily lives?</p>

			<ul style="list-style-type: none"> ● in groups, discuss the various areas where maps are used in their daily lives. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners use digital technology to accomplish their own task as they play computer games in groups, on the elements of a map. ● Creativity and imagination: Learners come up with unique ideas as they draw a sketch map and label the key elements. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they brainstorm in groups the key elements of a map. ● Unity: Learners take turns as they play computer games in groups, on the elements of a map. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security: Experiential learning as they discuss the uses of maps in daily lives. ● Disaster Risk Reduction: Learners are able to identify places that could be dangerous as they interact with the key elements of the map. 				
<p>Link to Other Learning Areas:</p> <ul style="list-style-type: none"> ● Learners develop language skills as they brainstorm the key elements of a map. ● Learners develop drawing skills as they draw a sketch map and label the key elements. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.2 Location, position and size of Kenya (5 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the countries that neighbour Kenya,</p> <p>b) locate the position of Kenya in relation to her neighbours using a compass direction,</p> <p>c) value good relations between Kenya and her neighbours.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● draw a map of Kenya and indicate her neighbours, ● use an atlas/appropriate media in groups to identify the position of Kenya in relation to her neighbours, ● acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours, ● use appropriate media in pairs, to play games on locating places on a map, ● find out the size of Kenya using digital resources and share in class, ● draw a map of Kenya and indicate the size in square Kilometres, ● show love for their own country as they engage in self-driven tasks in composing songs and poems about 	<p>What is the position of Kenya in relation to her neighbours?</p>

			Kenya and her neighbours.	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self efficacy: Learners acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours. ● Learning to learn: Learners engage in self-driven tasks as they compose songs and poems about Kenya and her neighbours. 				
<p>Values:</p> <p>Patriotism: Learners show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social cohesion: Learners learn to co-exist as they discuss the position of Kenya in relation to her neighbours.</p>				
<p>Link to Other Learning Areas:</p> <ul style="list-style-type: none"> ● Learners develop calculation skills as they find out the size of Kenya using digital resources. ● Learners develop drawing skills as they draw a map of Kenya and indicate her neighbours. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.3 Main physical features in Kenya (3 Lessons)	<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) show the main physical features in Kenya on a map,</p> <p>c) value the physical features found in Kenya.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● appreciate diverse opinions as they brainstorm in groups, and identify physical features found in Kenya (<i>relief and drainage</i>), ● use digital technology to effectively accomplish own tasks as they use locate the main physical features in Kenya , ● locate the main physical features in Kenya using a sketch map or atlas, ● undertake tasks that encourage artistic expression as they draw a map of Kenya and locate the main physical features, ● engage in assigned roles of collecting and displaying maps and pictures showing the main physical features in Kenya, ● care for the physical features found in the immediate environment. 	<p>Why are physical features useful in a country?</p>
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: Learners use digital technology to effectively accomplish their own tasks as they use digital and print 				

resources to locate the main physical features in Kenya.

- **Creativity and imagination:** Learners undertake tasks that encourage artistic expression as they draw a map of Kenya and locate the main physical features.

Values:

- **Responsibility:** Learners engage in assigned roles as they collect and display maps and pictures showing the main physical features in Kenya.
- **Respect:** Learners appreciate diverse opinions as they brainstorm in groups to identify physical features found in Kenya.

Pertinent and Contemporary Issues (PCIs):

Environmental Education: Learners care for the physical features found in the immediate environment.

Link to Other Learning Areas:

Learners will apply drawing skills as they draw a map of Kenya and locate the main physical features.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.4 Weather and Climate (6 Lessons)	By the end of the sub strand, the learner should be able to; a) identify elements of weather in the	Learner is guided to: ● display team spirit as they brainstorm in groups the difference between weather and climate and share with peers discuss in groups	Why do we experience different climatic conditions in

		<p>environment,</p> <p>b) show the main climatic regions in Kenya on a map,</p> <p>c) describe characteristics of the main climatic regions in Kenya,</p> <p>d) acknowledge the different climatic and climatic conditions in planning for day- to- day activities.</p>	<p>elements of weather (<i>rainfall, wind, temperature, cloud cover</i>),</p> <ul style="list-style-type: none"> ● use digital maps/atlas to locate the main climatic regions of Kenya, ● speak engagingly by using facts as they discuss in groups the characteristics of the main climatic regions in Kenya, ● engage in assigned roles and duties as they undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class, ● find out from parents/guardians on the effects of extreme weather conditions. 	Kenya?
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Core Competencies:

- **Communication and collaboration:** Learners can speak engagingly by using facts as they discuss in groups elements of weather.
- **Creativity and imagination:** Learners undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class.

Values:

- **Unity:** Learners display team spirit as brainstorm in groups the difference between weather and climate.
- **Responsibility:** Learners engage in assigned roles and duties as they undertake tasks that will require learners to organize ideas as they model in groups a map of Kenya showing the main climatic regions and display in class.

Pertinent and Contemporary Issues (PCIs):

Weather awareness: Learners become aware of weather as they brainstorm in groups the difference between weather and climate.

Link to Other Learning Areas:

Learners will apply modelling skills to model a map of Kenya showing the main climatic regions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Natural and Historic Built Environments	1.5 The Built Environments (4 Lessons)	By the end of the sub strand, the learner should be able to; a) identify the main historic built environments in Kenya, b) show the main	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm the main historic built environments in Kenya (<i>Museums, monuments, Cultural centres and historical buildings</i>), ● use digital/print resources to identify historic built environments, 	Why should we conserve the historic built environments?

		<p>historic built environments in Kenya on a map,</p> <p>c) apply strategies to conserve historic built environments for preservation of cultural heritage ,</p> <p>d) appreciate the need for conserving historic built environments in Kenya.</p>	<ul style="list-style-type: none"> ● use a map of Kenya, in groups, to locate some of the historic built environments, ● develop posters/ charts/flip cards with messages on importance of caring for historic built environments in Kenya, ● visit/virtual visit to a nearby historic built environment/library/cultural center and share experiences, ● seek advice from an appropriate person as they engage on ways of conserving historic built environment, ● participate in conservation activities for historic built environments within the locality. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learners seek advice from an appropriate person as they engage a resource person on ways of conserving historic built environments. ● Citizenship: Learners participate in conservation activities for historic built environments within the locality. 				

<p>Values:</p> <ul style="list-style-type: none"> ● Love: Learners portray a caring attitude as they participate in conservation activities for historic built environments within the locality. ● Peace: Learners display tolerance as they brainstorm the main historic built environments in Kenya.
<p>Pertinent and Contemporary Issues (PCIs): Environmental Education: Learners participate in conservation activities for historic built environments within the locality.</p>
<p>Link to Other Learning Areas: Learners will apply care for environment skills as they participate in conservation of historic built environments within the locality.</p>

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to illustrate the key elements of a map on a sketch.	Illustrates the key elements of a map on a sketch with examples.	Illustrates the key elements of a map on a sketch.	Illustrates some of the key elements of a map on a sketch.	. Illustrates some of the key elements of a map on a sketch with assistance.

Ability to identify the main physical features in Kenya.	Identifies the main physical features in Kenya with examples.	Identifies the main physical features in Kenya.	Identifies some of the main physical features in Kenya.	Identifies some of the main physical features in Kenya with prompts.
Ability to identify elements of weather in Kenya.	Identifies elements of weather in Kenya with examples.	Identifies elements of weather in Kenya.	Identifies some elements of weather in Kenya.	Identifies elements of weather in Kenya with cues.
Ability to describe characteristics of the main climatic regions in Kenya.	Describes characteristics of the main climatic regions in Kenya with examples.	Describes characteristics of the main climatic regions in Kenya.	Partially describes characteristics of the main climatic regions in Kenya.	Describes characteristics of the main climatic regions in Kenya with assistance.
Ability to interpret maps using the key elements.	Interprets features in a map using key elements citing evidence from the map.	Interprets features in a map using the key elements.	Interprets some features in a map using the key elements.	Interprets some features in a map using the key elements with prompts.
Ability to identify the main historic built environments	Identifies the main historic built environments in Kenya	Identifies the main historic built environments in Kenya.	Identifies some of the main historic built environments in Kenya.	Identifies the main historic built environments in Kenya with

in Kenya.	with examples.			assistance.
Ability to locate the position of Kenya in relation to her neighbours using a compass direction.	Locates the position of Kenya in relation to her neighbours using a compass direction with detailed descriptions.	Locates the position of Kenya in relation to her neighbours using a compass direction.	Locates the position of Kenya in relation to some of her neighbours using a compass direction.	Locates the position of Kenya in relation to her neighbours using a compass direction with cues.
Ability to locate the main physical features in Kenya on a map.	Locates the main physical features in Kenya on a map with detailed descriptions.	Locates the main physical features in Kenya on a map.	Locates some of the main physical features in Kenya on a map.	Locates some of the main physical features in Kenya on a map with cues.
Ability to show the main climatic regions in Kenya on a map.	Shows the main climatic regions in Kenya on a map skillfully.	Shows the main climatic regions in Kenya on a map.	Shows some of the main climatic regions in Kenya on a map.	Shows the main climatic regions in Kenya on a map with assistance.
Ability to show the main	Shows the main	Shows the main	Shows some of the main	Shows some of the

historic built environments in Kenya on a map.	historic built environments in Kenya on a map with detailed descriptions.	historic built environments in Kenya on a map.	historic built environments in Kenya on a map.	main historic built environments in Kenya on a map with prompts.
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STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<p>2.0 People, Population and Social Organisations</p>	<p>2.1 Language Groups in Kenya (5 Lessons)</p>	<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 benefits of interdependence of language groups in Kenya,</p> <p>c) show the interdependence of language groups in Kenya,</p> <p>d) appreciate the interdependence of language groups.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm in groups the main language groups in Kenya (<i>The Nilotes, Bantu , Cushites</i>) ● appreciate importance of oneness irrespective of individual differences as they discuss in groups ways in which different language groups depend on each other in Kenya, ● engage a resource person to find out the benefits of interdependence of language groups in Kenya, ● develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya, ● listen keenly and actively showing understanding of 	<p>How do we benefit by interacting with different language groups in Kenya?</p>

			<p>concepts as they compose poems and songs that depict interdependence during cultural events,</p> <ul style="list-style-type: none"> ● narrate African stories on the origin of various language groups in Kenya. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: Learners develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya. ● Communication and collaboration: Learners listen keenly and actively showing understanding of concepts as they compose poems and songs that depict interdependence during cultural events. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners as they discuss in groups ways in which different language groups depend on each other in Kenya. ● Respect: Learners value human dignity as they narrate African stories on the origin of various language groups in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social cohesion: Learners work together harmoniously as they compose poems and songs that depict interdependence during cultural events.</p>				

Link to Other Learning Areas:

- Learners develop language skills as they compose poems and songs that depict interdependence during cultural events.
- Learners apply the skill of narration as they share African stories on the origin of various language groups in Kenya.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 People, Population and Social Organisations	2.2 Population distribution in Kenya (3 lessons)	By the end of the sub strand, the learner should be able to; a) show areas of high and low population density in Kenya on a map, b) acknowledge the impact of population distribution in Kenya.	Learner is guided to: <ul style="list-style-type: none"> ● value ideas of others as they brainstorm, areas of high and low population density in Kenya, ● use digital or print resources to locate areas of high and low population density in Kenya, ● describe procedure followed in doing defined tasks and give feedback as they shade, areas of low and high population density on a sketch map of Kenya, ● take turns as they create a skit that depicts the impact of population distribution in Kenya. 	How is population distribution useful in Kenya?

Core Competencies:

Communication and collaboration: Learners describe procedure followed in doing defined tasks and give feedback as they shade in pairs, areas of low and high population density on a sketch map of Kenya.

<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners take turns as they create a skit that depicts the impact of population distribution in Kenya. ● Respect: Learners value ideas of others as they brainstorm areas of high and low population density in Kenya.
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social cohesion: Learners work together harmoniously as they take turns to create a skit that depicts the impact of population distribution in Kenya.</p>
<p>Link to Other Learning Areas:</p> <p>Learners apply language skills as they describe procedures followed in doing defined tasks and give feedback on areas of low and high population density on a sketch map of Kenya.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 People, Population and Social Organisations	2.3 Culture and Social Organization of the African traditional education (4 Lessons)	By the end of the sub strand, the learner should be able to; a) identify methods of instruction used in African	Learner is guided to: <ul style="list-style-type: none"> • brainstorm in groups, the meaning of African traditional education, • discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs, • listen keenly and actively as they 	How does African traditional education promote values in our community?

		<p>traditional education,</p> <p>b) explain the importance of African traditional education in promoting values,</p> <p>c) apply African traditional education in promoting values,</p> <p>d) appreciate the role of African traditional education in promoting values.</p>	<p>view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education,</p> <ul style="list-style-type: none"> • engage with a resource person on • methods of instruction used in African traditional education, • discuss, in groups, the importance of African traditional education in promoting values, • design posters on methods of instruction used in African traditional education, • participate in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education and share the information in class, • find out from parents/guardians the methods of instruction used in African traditional education and share in class. 	
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Core Competencies to be developed:

- **Communication and Collaboration:** Learners listen keenly and actively as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.
- **Citizenship:** Learners participate in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education and share the information in class.

Values:

- **Integrity:** Learners enhance self-discipline as they engage with a resource person on methods of instruction used in African traditional education.
- **Unity:** Learners develop turn taking in activities and conversation as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.

Pertinent and Contemporary Issues (PCIs):

- **Social Cohesion:** Learners enhance positive behaviour guided by values as they view video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.
- **Patriotism and good governance:** Learners exhibit effective student leadership as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.

Links to Other Learning Areas:

Learners use speaking and listening skills as they discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles, and proverbs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 People, Population and Social Organisations	2.4 School administration (3 Lessons)	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the administrative leaders in a school, b) state duties of administrative leaders in a school, c) illustrate the administrative structure of the school, d) appreciate the work done by administrative leaders in school. 	Learner is guided to: <ul style="list-style-type: none"> ● think, pair and share the administrative leaders in school, ● contribute to group decision making as they discuss in groups the order of administration in school, ● using digital or print resources state duties of administrative leaders in school administrative leaders in school, ● work collaboratively as they share with parents or guardians the duties of school administrators. ● draw and display in class the administrative structure of the school. 	How is a school administration organised?

Core Competencies:

- **Learning to learn:** Learners work collaboratively as they share with parents or guardians the duties of school administrators.
- **Communication and collaboration:** Learners contribute to group decision making as they discuss in groups the order of administration in school.

Values:

- **Love:** Learners share resources as they think, pair and share the administrative leaders in school.
- **Respect:** Learners appreciate diverse opinions as they discuss in groups the order of administration in school.

Pertinent Contemporary Issues (PCIs):

- **Citizenship:** Learners discuss in groups the order of administration in school.
- **Social cohesion:** Learners share with parents or guardians the duties of school administrators.

Link to other subjects:

Learners use speaking and listening skills as they discuss in groups the order of administration in school.

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of interdependence of language groups in Kenya.	Explains the benefits of interdependence of language groups in Kenya with examples.	Explains the benefits of interdependence of language groups in Kenya.	Explains the benefits of interdependence of language groups in Kenya partly .	Explains the benefits of interdependence of language groups in Kenya with cues.
Ability to Identify methods of instruction used in African traditional education.	Identifies methods of instruction used in African traditional education with examples.	Identifies methods of instruction used in African traditional education.	Identifies some of the methods of instruction used in African traditional education.	Identifies methods of instruction used in African traditional education with assistance.
Ability to state duties of administrative leaders in a school.	States duties of administrative leaders in a school with examples.	States duties of administrative leaders in a school.	States some duties of administrative leaders in a school.	States some duties of administrative leaders in a school with prompt.
Ability to show interdependence of language	Shows interdependence of language	Shows interdependence of language	Shows interdependence of language groups in	Shows interdependence of language groups in Kenya with support.

groups in Kenya.	groups in Kenya with examples.	groups in Kenya.	Kenya partially.	
Ability to show areas of high and low population density in Kenya on a map.	Shows areas of high and low population density in Kenya on a map with detailed descriptions.	Shows areas of high and low population density in Kenya on a map.	Shows some areas of high and low population density in Kenya on a map.	Locates areas of high and low population density in Kenya on a map with assistance.
Ability to illustrate the administrative structure of the school.	Illustrates the administrative structure of the school with detailed description.	Illustrates the administrative structure of the school.	Illustrate the administrative structure of the school partly.	Illustrate the administrative structure of the school with support.

STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.1 Resources in Kenya (3 Lessons)	By the end of the sub- strand, the learner should be able to; a) identify resources found in Kenya, b) use available resources prudently for conservation, c) Appreciate resources available in society.	Learner is guided to: <ul style="list-style-type: none"> • brainstorm on resources found in Kenya such as <i>land, minerals, water and forests</i> and using appropriate media, • undertake tasks that encourage artistic expression of ideas as they take a nature walk around the school locality to collect samples of resources found in Kenya and share their findings in class, • contribute to group decision making as they brainstorm on prudent use of available resources for conservation, • Follow simple instructions to solve and seek help as they collect samples of resources found within the environment and display them in class, • write a poem on prudent use of resources found in Kenya. 	<ol style="list-style-type: none"> 1. Why is it important to use resources prudently? 2. How can we conserve resources in our society?

Core Competencies:

- **Creativity and Imagination:** Learners undertake tasks that encourage artistic expression of ideas as they take a nature walk around the school locality to identify resources and share.
- **Critical Thinking and Problem solving:** Learners follow simple instructions to solve and seek help as they collect samples of resources found within the environment and display them in class.

Values:

- **Love:** Learners realise their sense of identity as they find out how resources are cared for within the locality.
- **Respect:** Learners appreciate diverse opinions as they brainstorm in groups to identify resources found in Kenya.

Pertinent and contemporary Issues:

- **Critical Thinking:** Learners build their critical thinking skills as they brainstorm to identify resources found in Kenya.
- **Citizenship:** Learners demonstrate patriotism as they care for trees and soil within the school environment.

Link to Other Learning Areas:

Learners relate the concept of caring as they prudent use of available resources for conservation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic	3.2 Mining in Kenya (3 Lessons)	By the end of the Sub Strand, the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> ● listen keenly and actively as they brainstorm on minerals found in 	How do we benefit from the minerals

<p>Activities</p>		<p>a) identify major minerals b) found in Kenya, c) Locate the major minerals in the map of Kenya, d) examine importance of minerals in Kenya, e) acknowledge the contribution of mining to the economy of Kenya.</p>	<p>Kenya (<i>Soda ash, Diatomite, limestone, Salt, petroleum</i>),</p> <ul style="list-style-type: none"> • use digital or print resources to identify minerals found in Kenya, • draw a map of Kenya and locate major minerals, • engage with a resource person to discuss the importance of minerals in society, • create posters on contribution of mining to the economy of Kenya, • visit a mining site/quarry in the locality to find out the importance of mining in our country and write a report, • undertake tasks to generate new ideas as they create posters on the importance of mining in Kenya 	<p>found in our country?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learners undertake tasks to generate new ideas as they create posters on the importance of mining in Kenya. • Communication and Collaboration: Learners listen keenly and actively as they brainstorm on the minerals found in Kenya(<i>Soda ash, Diatomite, limestone, Salt, petroleum</i>). 				

<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners exhibit respect for fellow citizens as they discuss in groups, problems facing mining in Kenya and present in class. ● Love: Learners avoid inflicting emotional pain on others as they in pairs create posters on the importance of mining in Kenya.
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Creative Thinking: Learners create posters on the importance of mining in Kenya.</p>
<p>Link to other Learning Areas:</p> <p>Learners develop creative skills as they create posters on the importance of mining in Kenya.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.3 Fishing in Kenya (4 Lessons)	By the end of the sub strand the learner should be able to; a) identify the main inland fishing grounds in Kenya, b) Locate the main inland fishing	Learner is guided to: <ul style="list-style-type: none"> ● Brainstorm on the main inland fishing grounds(Lake Victoria, Lake Turkana, Lake Naivasha, River Tana and River Athi) in Kenya using digital resources/print media, ● draw a map of Kenya showing the ● main inland fishing grounds, 	Why is fishing important in our country?

		<p>grounds in Kenya,</p> <p>c) explain the contribution of fishing to the economy of Kenya,</p> <p>d) recognize fishing as an economic activity.</p>	<ul style="list-style-type: none"> • show concerted effort to details as they discuss the contribution of fishing to the economy of Kenya and report in class, • find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary, • engage with a fisherman to discuss the contribution of fishing to the economy of Kenya, • demonstrate creativity as they develop posters on the importance of fishing in Kenya and share. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self-Efficacy: Learners show concerted effort to details as they discuss in groups methods of inland fishing in Kenya and report in class. • Citizenship: Learners demonstrate creativity as they develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners take turns in activities as they illustrate in groups fishing methods used in Kenya, display in class and do a gallery walk to appreciate each other's work. • Respect: Learners show positive regard for self and others as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary. 				

Pertinent and Contemporary Issues (PCIs):

Creativity: Learners draw a map of Kenya showing the main inland fishing grounds.

Link to Other Learning Areas:

Learners develop agricultural skills as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.4 Wildlife and Tourism in Kenya (5 Lessons)	By the end of the Sub Strand the learner should be able to; <ol style="list-style-type: none"> a) Identify the main tourist attractions in Kenya, b) Locate the main game reserves and national parks in 	Learner is guided to: <ul style="list-style-type: none"> • Discuss and share on who is a tourist, • Using digital or print resources to identify tourist attractions in Kenya using appropriate media, • speak clearly and effectively as they brainstorm on main tourist attractions in Kenya (<i>Wildlife, Historical Sites, Natural Sceneries</i>), 	Why is wildlife important?

		<p>Kenya,</p> <p>c) explain contributions of wildlife and tourism to the economy,</p> <p>d) acknowledge the contribution of wildlife and tourism to the economy of Kenya.</p>	<ul style="list-style-type: none"> • brainstorm on the difference between a game reserve and a national park, • Draw a map of Kenya and show the main game reserves and national parks (<i>Nairobi National Park, Tsavo National Park, Amboseli National Park, Maasai Mara Game reserve, and Kakamega National Forest Game Reserve</i>), • discuss the contributions of wildlife and tourism to the economy and do a presentation in class, • speak clearly and effectively as they brainstorm and list down the contribution of tourism to the economy of Kenya, • display team spirit as they debate on the contribution of tourism to the economy of Kenya, • write an essay on the contribution of tourism to the economy of Kenya. 	
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Core Competencies to be developed:

- **Learning to Learn:** Learners share what they have learnt as they write an essay on the contribution of tourism to the economy of Kenya.
- **Communication and Collaboration:** Learners speak clearly and effectively as they brainstorm on main tourist attractions in Kenya.

Values:

- **Unity:** Learners display team spirit as they debate on the contribution of tourism to the economy of Kenya.
- **Responsibility:** Learners engage in tasks as they write an essay on the contribution of tourism to the economy of Kenya.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: Learners work together as they write essays on the contribution of tourism to the economy of Kenya.

Link to Other Learning Areas:

Learners develop writing skills as they write an essay on the contribution of tourism to the economy of Kenya..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.5 Development of Transport (5 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Outline the main forms of early transport to facilitate movement of goods and services, identify modern forms of transport in Kenya, explore ways of maintaining road safety in society, apply safety precautions in using means of transport, appreciate the role of modern forms of transport in national 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> Use digital or print resources to find out the main early forms of transport (<i>Human portering, pack animals, logging/Log Boats and rafts</i>) and share in class, sketch the early forms of transport and present in class, brainstorm the meaning of transport, self-confidence as they think, pair and share modern forms of transport in Kenya, using digital or print resources identify modern forms of transport in Kenya, write down modern forms of transport identified and share in class, exchange new ideas as they draw the road signs in Kenya and display them in class, find out ways of observing road safety in Kenya using digital or 	<p>Why is transport important in development?</p>

		development.	<ul style="list-style-type: none"> print resources and write a report, ● Role play how to observe traffic rules while using the road. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-Efficacy: Learners develop self-confidence as they use digital or print resources to find out the main early forms of transport and share in class. ● Creativity and Imagination: Learners exchange new ideas as they draw the road signs in Kenya and display them in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners display team spirit as they role play how to observe traffic rules while using the road. ● Peace: Learners demonstrate love for their own community as they exchange new ideas, draw the road signs in Kenya and display them in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Nationalism: Learners display national pride, find out ways of observing road safety in Kenya using digital or print resources and write a report. ● Child road safety: Learners work harmoniously as they role play how to observe traffic rules while using the road. 				
<p>Link to Other Learning Areas: Learners develop acting skills as they role play how to observe traffic rules while using the road.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Resources and Economic Activities	3.6 Development of Communication (4 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a)Outline the main early forms of communication to facilitate social interactions,</p> <p>b) explore modern means of communication in Kenya,</p> <p>c)Illustrate the modern means of communication used in their community,</p> <p>d)recognize the role</p>	<ul style="list-style-type: none"> • Learner is guided to: • portray responsible online behaviour as they use digital or print resources to find out the main early forms of communication (<i>ululations, drumming ,fire and smoke signals</i>) and share in class, • sketch the early forms of communication and present in class, • speak clearly as they discuss , modern means of communication (<i>mobile phones, internet, television, radio and newspapers</i>) using appropriate media, • Collaborate with others as they discuss modern means of communication 	<p>Why is communication important?</p>

		of modern means of communication in Kenya.	in Kenya using digital resources/ print media, <ul style="list-style-type: none"> • draw different modern means of communication and display in class, • undertake group activities as they role-play use of various modern means of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Learners undertake group activities as they role-play the use of various modern means of communication. • Creativity and Imagination: Learners undertake group activities as they role-play use of various modern means of communication. 				
<p>Values:</p> <p>Unity: Learners collaborate with others as they discuss modern means of communication in Kenya.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Internet Safety: Learners portray responsible online behaviour as they use digital or print resources to find out the main early forms and share in class.</p>				
<p>Link to Other Learning Areas: Learner relates the concept of use of technology as they discuss modern means of communication.</p>				

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify resources found in Kenya.	Identifies resources found in Kenya with details.	Identifies resources found in Kenya.	Identifies some resources found in Kenya with few details.	Identifies some resources found in Kenya with no details.
Ability to identify major minerals found in Kenya.	Identifies major minerals found in Kenya with examples.	Identifies major minerals found in Kenya.	Identifies some major minerals found in Kenya.	Identifies some major minerals found in Kenya with prompts.
Ability to examine importance of minerals in Kenya	Examines importance of minerals in Kenya with many details.	Examines importance of minerals in Kenya.	Examines importance of minerals in Kenya with few details.	Examines importance of minerals in Kenya with no details.
Ability to explain the contribution of fishing to the economy of Kenya.	Explains the contribution of fishing to the economy of Kenya with examples .	Explains the contribution of fishing to the economy of Kenya.	Explains the contribution of fishing to the economy of Kenya with a few examples .	Explains the contribution of fishing to the economy of Kenya with no examples.

Ability to explain contributions of wildlife and tourism to the economy.	Explains contributions of wildlife and tourism to the economy with examples .	Explains contributions of wildlife and tourism to the economy.	Explains some contributions of wildlife and tourism to the economy with few examples .	Explains some contributions of wildlife and tourism to the economy with no examples .
Ability to outline the main forms of early transport to facilitate movement of goods and service.	Outlines the main forms of early transport to facilitate movement of goods and service and provides details.	Outlines the main forms of early transport to facilitate movement of goods and service	Outlines the main forms of early transport to facilitate movement of goods and service with some inaccuracies.	Outlines the main forms of early transport to facilitate movement of goods and services with many inaccuracies.
Ability to explore ways of maintaining road safety in society.	Explores ways of maintaining road safety in society with examples.	Explore ways of maintaining road safety in society.	Explores some ways of maintaining road safety in society with few examples.	Explores some ways of maintaining road safety in society with no examples.
Ability to outline the main early forms of communication to facilitate social interactions.	Outlines the main early forms of communication to facilitate social interactions in varied contexts.	Outlines the main early forms of communication to facilitate social interactions.	Outlines three main early forms of communication to facilitate social interactions.	Outlines less than two main early forms of communication to facilitate social interactions.

Ability to use available resources prudently for conservation.	Uses available resources prudently for conservation innovatively.	Uses available resources prudently for conservation.	Uses some available resources prudently for conservation.	Uses some available resources prudently for conservation with difficulties.
Ability to Locate the major minerals in the map of Kenya.	Locates the major minerals in the map of Kenya with many details.	Locate the major minerals in the map of Kenya.	Locates some of the major minerals in the map of Kenya with few details.	Locates some of the major minerals in the map of Kenya with no detail.
Ability to locate the main inland fishing grounds in Kenya.	Locates the main inland fishing grounds in Kenya with many details.	Locates the main inland fishing grounds in Kenya.	Locate some main inland fishing grounds in Kenya with few details.	Locates some main inland fishing grounds in Kenya with no detail.
Ability to locate game reserves and national parks in Kenya.	Locates the main game reserves and national parks in Kenya with many details.	Locates the main game reserves and national parks in Kenya.	Locates some of the main game reserves and national parks in Kenya with few details.	Locates the main game reserves and national parks in Kenya with no details.

Ability to illustrate and apply safety precautions in using means of transport.	Applies safety precautions in using means of transport skillfully.	Applies safety precautions in using means of transport.	Applies some safety precautions in using means of transport.	Applies some safety precautions in using means of transport minimally.
Ability to illustrate the modern means of communication used in their community.	Illustrates a variety of modern means of communication used in their community in detail.	Illustrates the modern means of communication used in their community.	Illustrates the modern means of communication used in their community but leaves out minor details.	Illustrate the modern means of communication used in their community but leaves out major details.

STRAND: 4.0 POLITICAL SYSTEMS AND GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.0 Political Systems and Governance</p>	<p>4.1 Traditional Leaders in Kenya (4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) Outline the leadership qualities of the selected traditional leaders in Kenya,</p> <p>b) illustrate the contributions of selected traditional leaders in the Kenya,</p> <p>c) recognize the role of traditional leaders in the community.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen keenly and actively and show understanding of other people’s perspective as they brainstorm leadership qualities of the selected traditional leaders in Kenya(<i>Kivoi wa Mwendwa and Mekatilili wa Menza</i>), • Observe pictures of selected traditional leaders in Kenya using appropriate media, • develop self-discipline as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya, • Illustrate the contributions of selected traditional leaders in Kenya using charts and display in class, • Collect and creatively display 	<p>Why are traditional leaders important in the community?</p>

			portraits/ pictures of the selected traditional leaders in Kenya, <ul style="list-style-type: none"> • Draw, colour and display in class pictures of selected traditional leaders. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners listen keenly and actively and show understanding of other people’s perspective as they brainstorm, in pairs on who is a traditional leader. • Learning to learn: Learners develop self-discipline as they work collaboratively as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners enhance cooperation as they gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya. • Patriotism: Learners show dedication as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays in class. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship Education: Learners develop ethnic and racial relationships as they observe pictures of selected traditional leaders in Kenya using appropriate media. • Social Cohesion: Learners understand the ethnic diversity of traditional leaders in Kenya as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and displays in class. 				

Links to Other Learning Areas:

- Learners use speaking and listening skills as they brainstorm in groups leadership qualities of the selected traditional leaders in Kenya.
- Learners use drawing skills as they draw, colour and display in class pictures of selected traditional leaders.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and Governance	4.2 Early forms of Government in Kenya (6 Lessons)	By the end of the sub strand, the learner should be able to; a) describe early forms of government among selected communities in Kenya, b) compare early forms of government of the Maasai and Ameru, c) apply best practices from the early forms of government among selected communities in Kenya to modern governance, d) appreciate the	<ul style="list-style-type: none">• Learner is guided to:• brainstorm in pairs on forms of government in their community and share in class,• communicate effectively in digital media and space as they use digital or print resources to describe early forms of government among the <i>Maasai</i> and <i>Ameru</i>,• find out from the library or relevant sources the early forms of government among the <i>Maasai</i> and <i>Ameru</i> and present their findings in class,• develop a chart to illustrate the differences and similarities in	How were communities ruled in the past?

		importance of early forms of governance in Kenya.	early forms of government among the <i>Maasai</i> and the <i>Ameru</i> , <ul style="list-style-type: none">• show originality as they create a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i>,• Role play early forms of government among the Maasai or the Ameru.	
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Core Competencies to be developed

- **Digital literacy:** Learners communicate effectively in digital media and space as they use appropriate media to describe early forms of government.
- **Creativity and Imagination:** Learners show originality as they create a simple journal on what they have learnt about early forms of government.

Values

- **Responsibility:** Learners engage in assigned roles and duties as they create a simple journal on what they have learnt about early forms of government.
- **Respect:** Learners appreciate diverse opinion Maasai as they brainstorm in pairs on forms of leadership in their community and share in class.

Pertinent and Contemporary Issues(PCIs):

- **Learner Support Programmes:** Learners engage in civic guidance as they use appropriate media to describe early forms of government among the Maasai and Ameru.
- **Social cohesion:** Learners role play early forms of government among the Maasai or the Ameru.

Links to other Learning Areas

- Learners use acting skills as they role play early forms of government among the Maasai or the Ameru.
- Learners use speaking and listening skills as they brainstorm on forms of leadership in their community and share in class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and Governance	4.3 Citizenship in Kenya (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) state how one becomes a citizen in Kenya, b) explain the requirements for dual citizenship in Kenya, c) demonstrate good citizenship for personal and social well being, d) appreciate being a good citizen in the community. 	<p>Learner is guided to;-</p> <ul style="list-style-type: none"> • in groups, discuss ways of becoming a Kenyan citizen • use digital resources to find out ways of becoming a Kenyan citizen and share in class, • debate on dual citizenship in Kenya, • develop communication messages on good citizenship in our country, • write an essay on what may happen if one lost Kenyan citizenship, • create and recite poems on Kenyan citizenship, • develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school. 	<p>How can we promote responsible citizenship?</p>

Core Competencies to be developed:

- **Self-efficacy:** Learners practice self-drive as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- **Citizenship:** Learners develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school.

Values

- **Social Justice:** Learners enhance democracy as they create and recite poems on Kenyan citizenship .
- **Integrity:** Learners display self-discipline as they write an essay on what may happen if one lost Kenyan citizenship.

Pertinent and Contemporary Issues (PCIs):

- **Safety and Security:** Learners enhance patriotism as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- **Peace Education:** Learners acknowledge self and others as Sing songs on good Kenyan Citizenship.

Links to other learning area

Learners develop singing skills as they sing songs on good Kenyan Citizenship.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and Governance	4.4 National Unity in Kenya (3 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify national symbols in Kenya, b) explain factors which promote national unity in Kenya, c) illustrate the national symbols using locally available materials, d) develop national awareness to enhance connections between themselves and the larger community for social cohesion, e) embrace a sense of nationhood and patriotism for harmonious living. 	<p>Learner is guided to;-</p> <ul style="list-style-type: none"> • brainstorm on national symbols in Kenya. (<i>The Coat of arms, The national flag, the national anthem and the Public Seal</i>) and share in class, • use appropriate media to identify the national symbols in Kenya and share with others in class, • undertake tasks that encourage artistic expression of ideas as they 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>), • develop national awareness to enhance connections between themselves and the larger community for social cohesion as they write down and sing the 	<p>How can we promote National unity in our country?</p>

			<p>three stanzas of the National anthem of Kenya,</p> <ul style="list-style-type: none"> • understand the impact of person's rights and responsibilities in society as they brainstorm factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>), • use appropriate media to establish factors which promote national unity in Kenya, • find out from parents/ guardians or elders about the National days in Kenya, • write a report about national days in Kenya and share in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners understand the impact of a person's rights and responsibilities in society as they brainstorm in groups factors which promote national unity in Kenya (<i>National Symbols, National Days and National languages</i>). 				

- **Creativity and Imagination:** Learners undertake tasks that encourage artistic expression of ideas as they draw and colour the national symbols in Kenya using the locally available materials. (*The Coat of arms. The national flag and the Public Seal*).

Values:

- **Patriotism:** learners love their own country as they Sing and write down in groups, the three stanzas of the National anthem of Kenya.
- **Unity:** Learners display team spirit as think pair and share national symbols in Kenya. (*The Coat of arms. The national flag, the national anthem and the Public Seal*).

Pertinent and contemporary Issues:

- **Human Rights and Responsibilities:** Learners enhance cohesiveness as they brainstorm in groups factors which promote national unity in Kenya (*National Symbols, National Days and National languages*).
- **Patriotism and Good Governance:** Learners demonstrate patriotism as they sing and write down in groups, the three stanzas of the National anthem of Kenya

Links to Other Learning Area:

- Learners use creative skills to sing and write down in the three stanzas of the National anthem of Kenya.
- Learners use creative writing skills to write a report
- about national days in Kenya and share in class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and Governance	4.5 Human Rights (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) identify the basic human rights in Kenya, b) explain the importance of human rights in society, c) create awareness on the importance of respecting human rights in society, d) apply assertiveness to protect human rights in society, e) appreciate the importance of 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on the meaning of Human Rights and share in class, • undertake tasks that will enable them to come up with new ideas as they identify the basic human rights in Kenya using appropriate media and share in class, • discuss the importance of human rights in society and present class presentations, • develop posters to create awareness on the importance of respecting human rights in society, • act a skit on how to apply assertiveness in protecting human rights, • develop motivation to learn as they engage with a resource person on the importance of 	<p>Why is it important to respect human rights?</p>

		respecting human rights in society.	human rights and write a report, <ul style="list-style-type: none"> recite poems and sing songs on importance of human rights in society. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Imagination: Learners undertake tasks that will enable them to come up with new ideas they identify the basic human rights in Kenya using appropriate media and share in class. Learning to learn: Learners develop motivation to learn as they engage with a resource person on the importance of human rights and write a report. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: Learners respect other people’s opinion as they discuss in groups the importance of human rights in society and do class presentations. Respect: Learners value human dignity as they recite poems and sing songs on importance of human rights in society. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> Human Rights and Responsibilities: Learners enhance understanding of children’s rights as they recite poems and sing songs on importance of human rights in society. Social Cohesion: Learners care for one another as they develop posters to create awareness on the importance of respecting human rights in society. 				
<p>Links to Other Learning Area:</p> <ul style="list-style-type: none"> Learners use creativity skills to develop posters to create awareness on the importance of respecting human rights in society. Learners use speaking and listening skills to discuss in groups the importance of human rights in society and do 				

class presentations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.0 Political Systems and Governance</p>	<p>4.6 Democracy in Society (4 Lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> a) identify types of democracy in Kenya, b) explain benefits of democracy in society, c) practice democracy in governance in the in community, d) desire to promote democracy in society. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm the meaning of democracy. • Use digital /print materials to find out types of democracy in Kenya using appropriate media and write short notes (<i>Direct and in direct Democracy</i>). • develop relations as they discuss and list the benefits • of democracy in society. • identify themselves as they engage with a resource person discuss on the • benefits of democracy in society. • use the digital devices safely and ethically in a networked environment as they discuss 	<p>How can we practice democracy in our society?</p>

			<p>with a resource person about the benefits of democracy in society.</p> <ul style="list-style-type: none"> • develop posters on benefits of democracy in society, display in class and share , • Recite poems /sing songs on the importance of democracy in society. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Learners use the digital devices safely and ethically in a networked environment as they find out more about benefits of democracy in society using digital resources/appropriate media. • Learning to learn: Learners develop relations as they discuss and list the benefits of democracy in society. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners understand and appreciate others as they brainstorm on the meaning of democracy. • Responsibility: Learners offers leadership and guidance to others as they discuss and list the benefits of democracy in society. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Peace Education: Learners contribute to peace building as they recite poems /sing songs on the importance of democracy in society. • Human rights and Responsibilities: Learners identify themselves as they engage with a resource person discuss on the benefits of democracy in society. 				

Links to other learning area:

Learners develop narration skills as they recite poems /sing songs on the importance of democracy in society.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Systems and Governance	4.7 National Government (4 Lessons)	By the end of the sub strand the learner should be able to; a) describe the the three arms of the National Government in Kenya, b) illustrate the three arms of National Government in Kenya, c) desire to participate in national governance in the country.	Learner is guided to: <ul style="list-style-type: none">• appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class (<i>The Executive, The Legislature and The Judiciary</i>),• appreciate effort of others as they discuss the three arms of government using appropriate media and list them down,• engage effectively with others as they find out the three arms of government in Kenya using relevant	How does the government work?

			<p>sources,</p> <ul style="list-style-type: none"> • undertake tasks as they illustrate the three arms of the National Government in Kenya and display them in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners engage effectively with others as they find out the three arms of government in Kenya using relevant sources. • Creativity and Imagination: Learners undertake tasks as they illustrate and display in class the composition of the three arms of National Government in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners engage in assigned roles and duties as they find out the three arms of government in Kenya using relevant sources. • Unity: Learners appreciate the effort of others as they discuss the three arms of government using appropriate media and list them down. 				
<p>Pertinent and contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Patriotism and good governance: Learners enhance good governance at all levels as they Illustrate and display in class the three arms of the National Government in Kenya. • Peace Education: Learners appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class (<i>The Executive, The Legislature and The Judiciary</i>). 				

Links to Other Learning Areas: -

Learners develop creative skills as they undertake tasks to illustrate the three arms of the National Government in Kenya and display them in class.

ASSESSMENT RUBRIC

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Outline the leadership qualities of the selected traditional leaders in Kenya,	Outlines the leadership qualities of the selected traditional leaders in Kenya with examples.	Outlines the leadership qualities of the selected traditional leaders in Kenya.	Outlines some leadership qualities of the selected traditional leaders in Kenya.	Outline some leadership qualities of the selected traditional leaders in Kenya with prompts.
Ability to describe early forms of government among selected communities in Kenya.	Describes early forms of government among selected communities in Kenya with examples.	Describes early forms of government among selected communities in Kenya.	describe early forms of government among some of the selected communities in Kenya partially.	Describes early forms of government among selected communities in Kenya with prompts.
Ability to compare early forms of Government of the <i>Ameru</i> and the <i>Maasai</i> .	Compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> with illustrations.	Compares early forms of government amongst the <i>Ameru</i> and the <i>Maasai</i> .	compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> partially.	Compares early forms of government of the <i>Ameru</i> and the <i>Maasai</i> with assistance.

Ability to state how one becomes a citizen in Kenya.	States how one becomes a citizen in Kenya comprehensively.	States how one becomes a citizen in Kenya.	Partly states how one becomes a citizen in Kenya.	Ability to state how one becomes a citizen in Kenya.
Ability to explain the requirements for dual citizenship in Kenya.	Explains the requirements for dual citizenship in Kenya and gives examples.	Explains the requirements for dual citizenship in Kenya.	Explains some of the requirements for dual citizenship in Kenya.	Explains the requirements for dual citizenship in Kenya with cues.
Ability to explain factors which promote national unity in Kenya.	Explains factors which promote national unity in Kenya with examples.	Explains factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya with assistance.
Ability to explain the importance of human rights in society.	Explains the importance of human rights in society with details.	Explains the importance of human rights in society.	Explains the importance of human rights in society leaving out some details.	Explains the importance of human rights in society with scanty information.
Ability to identify types of democracy in Kenya.	Identifies types of democracy in Kenya with details.	Identifies types of democracy in Kenya .	Identifies types of democracy in Kenya leaving out some details.	Identifies some types of democracy in Kenya leaving out many details.

Ability to illustrate the contributions of selected traditional leaders in the Kenya	Illustrates the contributions of selected traditional leaders in the Kenya with detailed descriptions	Illustrates the contributions of selected traditional leaders in Kenya.	Illustrates some of the contributions of selected traditional leaders in Kenya.	Illustrates some of the contributions of selected traditional leaders in Kenya with cues.
Ability to explain benefits of democracy in society	Explains benefits of democracy in society with examples.	Explain benefits of democracy in society	Explains some benefits of democracy in society.	Explain some benefits of democracy in society with inaccuracies.
Ability to illustrate the national symbols using locally available materials,	Illustrates the national symbols using locally available materials well labelled.	Illustrates the national symbols using locally available materials.	Illustrates the national symbols using locally available materials with minor inaccuracies.	Illustrates the national symbols using locally available materials with major inaccuracies.
Ability to describe the three arms of the National Government in Kenya.	Describes all the three arms of the National Government in Kenya and gives examples.	Describes the three arms of the National Government in Kenya.	Describes only two arms of the National Government in Kenya.	Describes only one arm of the National Government in Kenya.
Ability to create awareness on the importance of	Creates awareness on the importance of respecting human	Creates awareness on the importance of respecting human	Creates awareness on the importance of respecting human	Creates awareness on the importance of respecting human

respecting human rights in society.	rights in society consistently.	rights in society.	rights in society with some inconsistencies .	rights in society with a lot of inconsistencies.
Ability to illustrate the three arms of the National Government in Kenya.	Illustrates the three arms of the National Government in Kenya with finer details.	Illustrates the three arms of the National Government in Kenya.	Illustrates only two arms of the National Government in Kenya.	Illustrates only one arm of the National Government in Kenya with .
Ability to explain the requirements for dual citizenship in Kenya.	Explains the requirements for dual citizenship in Kenya and gives examples.	Explains the requirements for dual citizenship in Kenya.	Explains some of the requirements for dual citizenship in Kenya.	Explains the requirements for dual citizenship in Kenya with cues.
Ability to explain factors which promote national unity in Kenya.	Explains factors which promote national unity in Kenya with examples.	Explains factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya.	Explains some factors which promote national unity in Kenya with assistance.
Ability to illustrate the national symbols using locally available materials,	Illustrates the national symbols using locally available materials well labelled.	Illustrates the national symbols using locally available materials.	Illustrates the national symbols using locally available materials with minor inaccuracies.	Illustrates the national symbols using locally available materials with major inaccuracies.
Ability to describe the three arms of the National Government	Describes all the three arms of the National Government	Describes the three arms of the National Government in	Describes only two arms of the National Government in	Describes only one arm of the National Government in

in Kenya.	in Kenya and gives examples.	Kenya.	Kenya.	Kenya.
Ability to create awareness on the importance of respecting human rights in society.	Creates awareness on the importance of respecting human rights in society consistently.	Creates awareness on the importance of respecting human rights in society.	Creates awareness on the importance of respecting human rights in society with some inconsistencies .	Creates awareness on the importance of respecting human rights in society with a lot of inconsistencies.
Ability to illustrate the three arms of the National Government in Kenya.	Illustrates the three arms of the National Government in Kenya with finer details.	Illustrates the three arms of the National Government in Kenya.	Illustrates only two arms of the National Government in Kenya.	Illustrates only one arm of the National Government in Kenya with .

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

Strand	Sub Strand	Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Natural and 2.0 Historic Built Environments	1.0 Elements of a Map	a) Oral questions b) Written tests c) Observation	<ul style="list-style-type: none"> • Resource persons • Maps • Digital resources • Charts, marker pens • Approved text books and other printed resources 	visit/virtual visit to a nearby historic built environment/library/cultural center and share experiences
	1.2. Location, position and size of Kenya	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Maps • Digital resources • Charts, marker pens • Approved text books and other printed resources 	
	1.3 Main Physical Features in Kenya (3 Lessons)	a) Oral questions b) Written tests c) Observation	a) Digital resources b) Charts, marker pens c) Approved text books and other printed resources	Caring for physical features

	1.4 Weather and Climate (6 Lessons)	a) Oral questions b) Written tests c) Observation	<ul style="list-style-type: none"> • Digital resources Charts, marker pens • Approved text books and other printed resources 	Finding out from parents/guardians on the effects of extreme weather conditions.
	1.5 The Built Environments (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Maps • Approved text books and other printed resources 	Physical visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences
2.0 People, Population and Social Organisations	2.1 Language Groups in Kenya (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Maps • Approved text books and other printed resources 	Engaging a resource person to find out the benefits of interdependence of language groups in Kenya,
	2.2 Population Distribution in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resource • Approved text books and other printed resources 	Creating skits that depicts the impact of population distribution in Kenya.

	2.3 Culture and Social Organisation of the African Traditional Education (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Approved text books and other printed resources 	Participating in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education
	2.4 School Administration (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Working collaboratively as they share with parents or guardians the duties of school administrators.
3.0 Resources and Economic Activities	3.1 Resources in Kenya (2 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Writing a poem on prudent use of resources found in Kenya.
	3.2 Mining in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Visiting a mining site/quarry in the locality to find out the importance of mining in our country

	3.3 Fishing in Kenya (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Engaging with a fisherman to discuss the contribution of fishing to the economy of Kenya,
	3.4 Wildlife and Tourism in Kenya (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Writing an essay on the contribution of tourism to the economy of Kenya.
	3.5 Development of Transport (5 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Role play how to observe traffic rules while using the road.
	3.6 Development of Communication	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	-
4.0 Political Systems and Governance	4.1 Traditional Leaders in Kenya (3 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Collect and display portraits/ pictures of the selected traditional leaders in Kenya.

<p>4.2 Early forms of Government in Kenya (5 Lessons)</p>	<p>a) Oral questions b) Written tests d) Observation</p>	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	<p>Creating a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i>.</p>
<p>4.3 Citizenship in Kenya</p>	<p>a) Oral questions b) Written tests d) Observation</p>	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	<p>Creating and recite poems on Kenyan citizenship,</p>
<p>4.4 National Unity in Kenya (3 Lessons)</p>	<p>a) Oral questions b) Written tests d) Observation</p>	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	<p>Writing down and sing the three stanzas of the National anthem. of Kenya</p>
<p>4.5 Human Rights (2 Lessons)</p>	<p>a) Oral questions b) Written tests d) Observation</p>	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	<p>Develop posters to create awareness on the importance of respecting human rights in society</p>
<p>4.6 Democracy in Society (2 Lessons)</p>	<p>a) Oral questions b) Written tests d) Observation</p>	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	<p>Engaging with a resource person discuss on the benefits of democracy in society.</p>

	4.7 National Government (4 Lessons)	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> • Digital resources • Approved text books and other printed resources 	Illustrating the three arms of the National Government in Kenya and display them in class.
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CSL Guidelines at Upper Primary (Grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools
<p>2) Implementation CSL Activity</p> <ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product) <p>Assess the targeted core competencies, values and subject skills.</p>

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.