

# PRIMARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

**GRADE 6** 

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# LESSON ALLOCATION AT UPPER PRIMARY

| S/No  | Learning Area                   | Number of Lessons per week |
|-------|---------------------------------|----------------------------|
| 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 GENERAL LEARNING OUTCOMES

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

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

| Strand                        | Sub strand                                       | Specific Learning<br>Outcomes  | Suggested Learning Experiences   | Key<br>Inquiry<br>Question<br>(s)  |
|-------------------------------|--|--|--|------------------------------------|
| 1.0 Natural                   | 1.1 Position                                     | By the end of the sub  | Learner is guided to:  | How<br>would we                    |
| and the Built<br>Environments | and Size of<br>Countries<br>in Eastern<br>Africa | be able to:<br>a) identify the<br>countries of   | identify the contribute to group decision making as they locate in groups, the position  |                                    |
|                               | (3 lessons)                                      | <ul> <li>Eastern Africa on<br/>a map,</li> <li>b) describe the<br/>position and size of<br/>countries in Eastern<br/>Africa,</li> <li>c) use latitudes and<br/>longitudes to locate<br/>places on a map,</li> <li>d) appreciate the unity<br/>of Eastern African<br/>countries.</li> </ul> | <ul> <li>of countries in Eastern Africa using<br/>an atlas/appropriate media,</li> <li>use digital devices to establish the sizes<br/>in square kilometres of countries in<br/>Eastern Africa,</li> <li>draw, color and display the map of<br/>Eastern Africa in class,</li> <li>in pairs, identify latitudes and<br/>longitudes of Eastern Africa using<br/>appropriate media,</li> <li>practice locating places on a map<br/>using latitudes and longitudes using</li> </ul> | countries<br>in Eastern<br>Africa? |
| Core Competencie              | es to be developed                               | 1:   | appropriate media,   |                                    |

## STRAND: 1.0 NATURAL AND THE BUILT ENVIRONMENTS

**Creativity and imagination**: Learners undertake tasks that encourage artistic expression of ideas as they play games in groups on position and sizes of countries in Eastern Africa.

**Communication and collaboration:** Learners contribute to group decision making as they locate in groups the position of countries in Eastern Africa using an atlas/appropriate media.

Values:

Patriotism: Learners realise their sense of identity as they sing the East African Community Anthem.

**Respect:** Learners appreciate diverse opinions as they brainstorm in groups on the difference between latitudes and longitudes.

Pertinent and contemporary Issues (PCIs):

**Critical Thinking skills:** Learners build their critical thinking skills as they brainstorm in groups on the difference between latitudes and longitudes.

Citizenship: Learners demonstrate patriotism as they sing the East African Community Anthem.

Link to Other Learning Areas:

Learners use **Science and Technology knowledge when working with** digital devices to locate positions of countries in Eastern Africa based on their latitudes and longitudes.

Learners apply Creative Arts skills to draw latitudes and longitudes on a sketch map of Eastern Africa.

| Strand        | Sub strand  | Specific Learning          | Suggested Learning Experiences              | Key Inquiry   |
|---------------|-------------|----------------------------|---|---------------|
|               |             | Outcomes                   |   | Question (s)  |
| 1.0 Natural   | 1.2 Main    | By the end of the sub      | Learner is guided to:                       | 1. How can we |
| and the Built | physical    | strand, the learner should | • discuss, in groups, and identify the main | conserve      |
| Environments  | features    | be able to:                | physical features in Eastern Africa,        | physical      |
|               | in          | a) identify the main       | Mountains (Volcanic and                     | features that |
|               | Eastern     | physical features in       | block) Rift Valleys, Lakes,                 | are found in  |
|               | Africa      | Eastern Africa on a        | Plains                                      | our locality? |
|               |             | map,                       | • use digital devices to describe the       | 2. Why are    |
|               | (4 lessons) | b) describe the            | formation of the main                       | physical      |
|               |             | formation of the main      | physical features in Eastern                | features      |
|               |             | physical features of       | Africa,                                     | important?    |
|               |             | Eastern Africa,            | • draw a map of Eastern Africa, locate      |               |
|               |             | c) draw a map of           | the main physical features, and             |               |
|               |             | Eastern Africa and         | display in class,                           |               |
|               |             | label the main             | • discuss ways of conserving the            |               |
|               |             | physical features,         | physical features within the locality       |               |
|               |             | d) value the physical      | to promote environmental education,         |               |
|               |             | features within the        | • explore and identify the physical         |               |
|               |             | locality.                  | features within the locality.               |               |

- Learning to learn: Learners carry out activities as they brainstorm in pairs the main physical features in Eastern Africa.
- Digital Literacy: Learners use digital devices to describe the formation of the main physical features in Eastern Africa.

Values:

**Unity:** Learners display team spirit as they discuss in groups, and identify the main physical features in Eastern Africa **Integrity:** Learners display discipline as they use digital devices to describe the formation of the main physical features in Eastern Africa.

Pertinent and Contemporary Issues(PCIs):

- Environmental Education: Learners discuss ways of conserving the physical features within the locality to promote environmental education.
- **Cooperation and Unity**: Task oriented grouping as learners discuss in groups and identify the main physical features in Eastern Africa

Links to other Learning Areas:

- Learners use Creative Arts knowledge as they draw a map of Eastern Africa, locate the main physical features, and display in class.
- Learners use English, Kiswahili and Kenyan sign language skills as they brainstorm, in pairs the main physical features.in Eastern Africa.



| Strand Sub strand  | Specific Learning<br>Outcomes  | Suggested Learning Experiences   | Key<br>Inquiry<br>Question<br>(s)                                    |
|--|--|--|--|
| 1.3 Climatic<br>regions in<br>Eastern<br>Africa<br>(5 lessons) | <ul> <li>By the end of the sub strand, the learner should be able to:</li> <li>a) identify the main climatic regions in Eastern Africa on a map,</li> <li>b) describe characteristics of the main climatic regions in Eastern Africa,</li> <li>c) explain ways in which climate influences human activities in Eastern Africa,</li> <li>d) acknowledge the main climatic regions in Eastern Africa.</li> </ul> | <ul> <li>Learner is guided to:</li> <li>brainstorm the climatic<br/>regions in Eastern Africa and<br/>present to the rest of the class,</li> <li>discuss the characteristics of<br/>climatic regions in Eastern<br/>Africa, and do class<br/>presentations.</li> <li>compose poems that address<br/>effects of climatic change on<br/>human activities</li> <li>observe safety precautions and<br/>practices use digital devices/print<br/>resources to draw the main<br/>climatic regions of Eastern<br/>Africa,</li> </ul> | How can<br>climate<br>influence<br>our day-to-<br>day<br>activities? |

- **Digital literacy:** Learners observe safety precautions and practices as they use digital devices/print resources to draw the main climatic regions of Eastern Africa
- Communication and Collaboration: Learners recognise the value of others' ideas as they discuss, in groups, the

characteristics of climatic regions in Eastern Africa.

# Pertinent and Contemporary Issues (PCIs):

- **Disaster risk reduction:** Learners are equipped with knowledge on disaster risk reduction as they compose poems that address effects of climatic change on human activities
- **Decision making skills:** Learners are able to make choices as they use digital/print media to find out how climate influences human activities

Values:

- Social Justice: Learners accord equal opportunities in sharing responsibilities as they compose poems that address effects of climatic change on human activities
- Love: Learners portray a caring attitude as they share digital devices to find out how climate influences human activities

# Links to Other Learning Areas:

- Learners use English, Kiswahili and KSL skills as they recite poems on the importance of historic built environments.
- Learners apply Creative Arts skills to model a map of Eastern Africa showing the main climatic regions

| Strand | Sub strand  | ub strandSpecific LearningSuggested LearningOutcomesExperiences  |  | Key Inquiry<br>Question (s) |
|--------|-------------|--|--|-----------------------------|
|        | 1.4         | By the end of the sub strand, the  | Learner is guided to:  | How can we                  |
|        | Vegetation  | learner should be able to:   | • brainstorm, in pairs, the main   | conserve                    |
|        | in Eastern  | a) identify the main types of  | types of vegetation in Eastern   | vegetation in               |
|        | Africa      | vegetation in Eastern Africa on  | Africa, and share in   | our                         |
|        |             | a map,   | class,   | environment?                |
|        | (4 lessons) | <ul> <li>b) draw a map of Eastern Africa<br/>and label the main types of<br/>vegetation,</li> <li>c) describe the characteristics of<br/>the main types of vegetation<br/>in Eastern Africa,</li> <li>d) explain ways of conserving<br/>vegetation in the environment,</li> <li>e) value vegetation found at home<br/>and school.</li> </ul> | <ul> <li>draw a map of Eastern Africa<br/>indicating the main types of<br/>vegetation in Eastern Africa and<br/>display in class,</li> <li>discuss the characteristics of the<br/>main types of vegetation in<br/>Eastern Africa,</li> <li>plan and carry out activities on<br/>conservation of vegetation<br/>within the locality.</li> </ul> |                             |

- Critical thinking and problem solving: Learners follow instructions to locate the main vegetation types in Eastern Africa using digital devices.
- Self-Efficacy: Learners identify general features in their locality as they plan and carry out activities on conservation of vegetation within the locality,

# Link to Pertinent and Contemporary Issues (PICs):

- Environmental education: Learners practise environmental awareness as they plan and write down, in groups, how they will conserve vegetation within the school compound.
- Patriotism : Learners demonstrate patriotism as they plan and carry out activities on conservation of vegetation in

| tl    | heir locality.   |
|-------|--|
| Value | es:  |
| • R   | esponsibility: Learners show determination as they plant and care for vegetation school.                               |
| D D   | a set I compare respect self and others as they discuss in groups to describe the characteristics of the main types of |

**Peace:** Learners respect self and others as they discuss in groups to describe the characteristics of the main types of vegetation in Eastern Africa.

# Links to Other Learning Areas:

- Learners apply Integrated Science knowledge and skills to plant and care for vegetation at school. ۲
- Learners use Creative Arts skills to draw and display in class a map indicating the main types of vegetation in ۲ Eastern Africa.

| Strand | Sub strand   | Specific Learning<br>Outcomes  | Suggested Learning Experiences   | Key Inquiry<br>Question (s) |
|--------|--------------|--------------------------------|----------------------------------|-----------------------------|
|        | 1.5 Historic | By the end of the sub strand,  | Learner is guided to:            | Why should we               |
|        | Built        | the learner should be able to: | • use digital/print resources to | conserve the                |
|        | Environments | a) identify the main           | identify the historic built      | historic built              |
|        |              | historic built                 | environments in Eastern Africa   | environments?               |
|        | (4 lessons)  | environments in                | (Museums, Monuments and          |                             |
|        |              | Eastern Africa on a            | historical buildings),           |                             |
|        |              | map,                           | • discuss the importance of the  |                             |

| b) describe the importance | main historic built environments      |
|----------------------------|---------------------------------------|
|                            |                                       |
| of the main historic built | in Eastern Africa,                    |
| environments in Eastern    | • practice self-drive as they compose |
| Africa,                    | and recite poems on the ways of       |
| c) demonstrate ways of     | conserving historic built             |
| conserving historic built  | environments in Eastern Africa,       |
| environments in Eastern    | • engage with a resource person       |
| Africa,                    | • to learn about the importance       |
| d) value historic built    | • of historic built environments in   |
| environments in Eastern    | Eastern Africa,                       |
| Africa within the          | • create a cultural corner in school  |
| locality.                  | for preservation of culture.          |

- Digital literacy: Learners use digital/print resources to identify the historic built environments in Eastern Africa
- **Self-efficacy:** Learners confidently compose and recite poems on the importance of historic built environments in Eastern Africa.

# Pertinent and contemporary issues (PCIs:

- Assertiveness: Learners practise assertiveness as they collect artefacts and create a cultural corner in school.
- Human rights and responsibilities: Learners enhance cohesiveness as they visit a nearby historic built environment to learn about the past and write a report.

## Values:

- Social Justice: Learners foster inclusivity and non-discrimination as they create and recite poems on the importance of historic built environments in Eastern Africa.
- **Respect:** Learners appreciate others as they engage with a resource person to learn about the importance of historic built environments in Eastern Africa.

# Links to Other Learning Areas:

Learners apply Creative Arts skills to create and recite poems on the importance of historic built environments in Eastern Africa.

| Level                  | Exceeds              | Meets              | Approaches             | Below                    |
|------------------------|----------------------|--------------------|------------------------|--------------------------|
| Indicator              | Expectations         | Expectations       | Expectations           | Expectations             |
| Ability to describe    | Describes the        | Describes the      | Describes some of the  | Describes the position   |
| the position and size  | position and size of | position and size  | position and size of   | and size of countries in |
| of countries in        | countries            | of countries in    | countries in Eastern   | Eastern Africa with      |
| Eastern Africa.        | in Eastern Africa    | Eastern Africa.    | Africa partially.      | prompts.                 |
|                        | with examples.       |                    |                        |                          |
| Ability to describe    | Describes the        | Describes the      | Describes the          | Describes the            |
| the formation of       | formation of the     | formation of the   | formation of the main  | formation of the main    |
| the main physical      | main physical        | main physical      | physical features of   | physical features of     |
| features of Eastern    | features of          | features of        | Eastern Africa with    | Eastern Africa with      |
| Africa                 | Eastern Africa       | Eastern Africa.    | some details.          | few details.             |
|                        | with all details.    |                    |                        |                          |
| Ability to describe    | Describes            | Describes          | Describes              | Describes                |
| characteristics of the | characteristics of   | characteristics of | characteristics of the | characteristics of the   |
| main climatic regions  | the main climatic    | the main climatic  | main climatic regions  | main climatic regions    |
| in Eastern Africa.     | regions in Eastern   | regions in Eastern | in Eastern Africa with | in Eastern Africa with   |
|                        | Africa with          | Africa.            | some level of accuracy | few instances of         |
|                        | accuracy.            |                    |                        | accuracy                 |
| Ability to explain     | Explains ways in     | Explains ways in   | Explains ways in which | Explains ways in which   |
| ways in which climate  | which climate        | which climate      | climate influences     | climate influences       |

#### Assessment Rubric

| influences human      | influences human      | influences human  | human activities in  | human activities in     |
|-----------------------|-----------------------|-------------------|----------------------|-------------------------|
| activities in Eastern | activities in Eastern | activities in     | Eastern Africa with  | Eastern Africa with few |
| Africa.               | Africa with all the   | Eastern Africa.   | some details.        | details.                |
|                       | details.              |                   |                      |                         |
| Ability to explain    | Explains all the      | Explains ways of  | Explains some of the | Explains fewer of the   |
| ways of conserving    | ways of conserving    | conserving        | ways of conserving   | ways of conserving      |
| vegetation in the     | vegetation in the     | vegetation in the | vegetation in the    | vegetation in the       |
| environment.          | environment with      | environment.      | environment.         | environment.            |
|                       | examples.             |                   |                      |                         |
| Ability to explain    | Explains all the      | Explains ways of  | Explains some of the | Explains fewer of the   |
| ways of conserving    | ways of conserving    | conserving        | ways of conserving   | ways of conserving      |
| vegetation in the     | vegetation in the     | vegetation in the | vegetation in the    | vegetation in the       |
| environment.          | environment with      | environment.      | environment.         | environment.            |
|                       | examples.             |                   |                      |                         |
| Ability to describe   | Describes the         | Describes the     | Describes the        | Describes the           |
| the importance of     | importance of the     | importance of     | importance of the    | importance of the       |
| the main historic     | main historic built   | the main historic | main historic built  | main historic built     |
| built environments    | environments in       | built             | environments in      | environments in         |
| in Eastern Africa.    | Eastern Africa        | environments in   | Eastern Africa with  | Eastern Africa with     |
|                       | with all examples.    | Eastern Africa.   | some examples.       | fewer examples.         |
| Ability to draw a     | Draws a map of        | Draws a map of    | Draws a map of       | Draws a map of          |
| map of Eastern        | Eastern Africa        | Eastern Africa    | Eastern Africa and   | Eastern Africa and      |
| Africa and label      | and labels all the    | and labels the    | labels some of the   | labels few of the       |
| the main types of     | main types of         | main types of     | main types of        | main types of           |
| vegetation.           | vegetation.           | vegetation.       | vegetation.          | vegetation.             |
|                       |                       |                   |                      |                         |

| Ability to            | Demonstrates ways   | Demonstrates    | Demonstrates ways of  | Demonstrates ways of  |
|-----------------------|---------------------|-----------------|-----------------------|-----------------------|
| demonstrate ways of   | of conserving       | ways of         | conserving historic   | conserving historic   |
| conserving historic   | historic built      | conserving      | built environments in | built environments in |
| built environments in | environments in     | historic built  | Eastern Africa with   | Eastern Africa with   |
| Eastern Africa,       | Eastern Africa with | environments in | some examples.        | fewer examples.       |
|                       | examples.           | Eastern Africa. |                       |                       |
|                       |                     |                 |                       |                       |

# STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL

# ORGANISATIONS

| Strand        | Sub strand  | Specific Learning                    | Suggested Learning                 | Key        |
|---------------|-------------|--------------------------------------|------------------------------------|------------|
|               |             | Outcomes                             | Experiences                        | Inquiry    |
|               |             |                                      |                                    | Question   |
|               |             | ~                                    |                                    | <b>(s)</b> |
| 2.0 People,   | 2.1         | By the end of the sub strand, the    | Learner is guided to:              | Why do     |
| Population    | Language    | learner should be able to:           | • brainstorm the classification of | people     |
| and Social    | groups in   | a) Describe the classification of    | communities in Eastern Africa      | migrate?   |
| Organisations | Eastern     | communities in Eastern Africa        | according to language groups,      |            |
|               | Africa      | according to language groups,        | • discuss the reasons for          |            |
|               | (5 Lessons) | b) explain the reasons for migration | migration of selected language     |            |
|               |             | of selected language groups into     | groups into Eastern Africa,        |            |
|               |             | Eastern Africa,                      | • use digital/print resources      |            |
|               |             | c) illustrate the movement and       | to establish the effects of        |            |
|               |             | settlement of the selected           | the migration and                  |            |
|               |             | language groups in Eastern Africa    | settlement of selected             |            |
|               |             | on a map                             | language groups into               |            |
|               |             | d) describe the effects of the       | Eastern Africa,                    |            |
|               |             | migration and settlement of          | • know their language groups       |            |
|               |             | selected language groups in          | draw the movement routes           |            |
|               |             | Eastern Africa.                      | followed by the selected           |            |
|               |             | e) appreciate unity of language      | language groups on a map of        |            |
|               |             | groups in Eastern Africa.            | Eastern Africa,                    |            |

- Learning to learn: Learners brainstorm in groups the classification of communities in Eastern Africa according to language groups.
- Self-efficacy: Learners draw the movement routes followed by the selected language groups on a map of Eastern Africa.

# Pertinent and Contemporary Issues (PICs):

- **Peace education:** Learners enhance peace and co-existence as they brainstorm, in groups, on the origins of the selected language groups in Eastern Africa and share in class.
- Self-awareness: Learners are able to understand themselves as they do a library research and write down the communities in Eastern Africa.

# Values.

- **Responsibility:** Learners take responsibility as they find out from parents/guardians and elders about the myths and stories of their origin and share in class.
- Unity: Learners appreciate themselves as they discuss in groups the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class.

# Links to other Learning areas:

Learners apply Creative Arts skills develop communication messages on importance of unity among language

groups in Eastern Africa

Learners use Religious knowledge to discuss stories of origins of various language groups

| Strand | Sub strand   | Specific Learning<br>Outcomes     | Suggested Learning<br>Experiences  | Key Inquiry<br>Question (s) |
|--------|--------------|-----------------------------------|------------------------------------|-----------------------------|
|        | 2.2          | By the end of the sub strand, the | Learner is guided to:              | Why are                     |
|        | Population   | learner should be able to:        | • brainstorm factors influencing   | some parts                  |
|        | distribution | a) explain factors                | population distribution in Eastern | of Eastern                  |
|        | in Eastern   | influencing population            | Africa and share in class,         | Africa more                 |
|        | Africa       | distribution in Eastern           | • draw a map of Eastern Africa     | populated                   |
|        |              | Africa,                           | and locate areas of high and low   | than others?                |
|        | (3 lessons)  | b) locate areas of high and       | population density using           |                             |
|        | × ,          | low population density in         | digital/print resources,           |                             |
|        |              | Eastern Africa on a map,          | • Discuss the effects of high      |                             |
|        |              | c) explain effects of high        | population density in Eastern      |                             |
|        |              | population density in Eastern     | Africa and write a report,         |                             |
|        |              | Africa,                           | • share with parents               |                             |
|        |              | d) acknowledge population         | /guardians the effects of high     |                             |
|        |              | distribution in Eastern           | population density in              |                             |
|        |              | Africa.                           | Eastern Africa.                    |                             |

- **Creativity and imagination:** Learners as they share with parents and guardians about effects of population density in Eastern Africa
- **Digital literacy:** Learners use the internet to identify areas of high and low population density in Eastern Africa.

## Link to Pertinent and contemporary issues (PICs):

• **Conflict resolution:** Learners will be able to report conflicts witnessed as they discuss, in groups, the effects of high population density in Eastern Africa and write a report.

• Social cohesion: Learners enhance tolerance and acceptance as they discuss, in groups, the effects of high population density in Eastern Africa.

#### Values.

- Unity: Learners strive to achieve common goals, brainstorm, in pairs on factors influencing population distribution in Eastern Africa and share in class.
- **Respect:** Learners appreciate diverse opinions of others as they discuss, in groups, the effects of high population density in Eastern Africa and write a report.

#### Links to Other Learning Areas:

- Learners use Creative Arts knowledge and skills to draw a map of Eastern Africa and locate areas of high and low population density.
- Learners realise the importance of good relationships through their Religious knowledge.

| Strand |   |   |  |  |  |  |
|--------|---|---|--|--|--|--|
|        | Sub strand  | Specific Learning<br>Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question (s)  |  |  |
|        | 2.3<br>Culture and<br>Social<br>organisation<br>(4 lessons) | <ul> <li>By the end of the sub strand, the learner should be able to:</li> <li>a) describe age-groups and age-sets in African traditional society,</li> <li>b) explain the functions of a clan in traditional African society,</li> <li>c) identify aspects of African traditional culture that ought to be preserved,</li> <li>d) desire to uphold aspects of African traditional culture that ought to be preserved.</li> </ul> | <ul> <li>Learner is guided to:</li> <li>brainstorm features of age<br/>groups and age-sets and<br/>share in class.</li> <li>Discuss the functions of a<br/>clan in traditional African<br/>society,</li> <li>create posters on aspects of<br/>African traditional culture<br/>that ought to be preserved,</li> <li>sing songs on aspects of<br/>African traditional culture<br/>that ought to be preserved.</li> </ul> | How would<br>we preserve<br>positive<br>aspects of<br>African<br>traditional<br>culture? |  |  |

- **Communication and Collaboration:** Learners brainstorm the meaning of age-groups and age-sets and share in class.
- **Creativity and Imagination:** Learners create posters on aspects of African traditional culture that ought to be preserved.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners demonstrate the importance of living together as they discuss in groups the functions of a clan in society.
- **Decision making skills:** Learners make choices as they sing songs on aspects of African traditional culture that ought to be preserved.

Values.

- Unity: Learners display team spirit as they sing songs on aspects of African traditional culture that ought to be preserved.
- **Respect:** Learners appreciate diverse opinions as they brainstorm the meaning of age-groups and age-sets and share in class.

# Links to Other Learning Areas:

- Learners use Creative Arts to sing songs on aspects of African traditional culture that ought to be preserved.
- Learners sing songs on aspects of African traditional culture that ought to be preserved using Religious Studies knowledge.

| Strand | Sub strand                                    | Specific Learning<br>Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question (s)                                    |
|--------|---|---|--|--|
|        | 2.4 School<br>and<br>Community<br>(3 lessons) | <ul> <li>By the end of the sub strand,<br/>the learner should be able to: <ul> <li>a) identify ways in which the<br/>school collaborates with<br/>the community,</li> </ul> </li> <li>b) explain the benefits of<br/>collaboration between school<br/>and the community,</li> <li>c) demonstrate ways<br/>in which the school<br/>collaborates with the<br/>community.</li> <li>d) appreciate the collaboration<br/>between the school and munity.</li> </ul> | <ul> <li>Learner is guided to:</li> <li>Brainstorm ways in which the school collaborates with the community,</li> <li>discuss benefits of collaboration between the school and the community and present in class,</li> <li>role-play ways in which the school collaborates with the community,</li> <li>accord equal opportunities in sharing responsibilities as they act out scenarios that depict collaboration between the school and the community.</li> </ul> | How can<br>the school<br>collaborate<br>with the<br>community? |

- **Self-efficacy:** Learners practise self-drive as they role-play ways in which the school collaborates with the community.
- **Citizenship:** Learners understand personal and collective responsibility in school as they role-play collaboration between the school and the community.

# Pertinent and Contemporary Issues (PCIs):

• **Negotiation:** Learners attain and practise basic skills in negotiations as they demonstrate ways in which the school collaborates with the community.

• Leadership: Learners promote good leadership as they share experiences on school collaboration with the community. Values.

- Integrity: Learners exhibit fairness as they role-play ways in which the school collaborates with the community.
- Unity: Learners write an essay on the benefits of collaboration between the school and the community.

## Links to other Learning areas:

- Learners write an essay on the benefits of collaboration between the school and the community enhancing their knowledge in language skills such as English, Kiswahili and KSL.
- Learners use Creative Arts to role-play ways in which the school collaborates with the community.

## Assessment Rubric

| Indicator              | Exceeds                | Meets                    | Approaches               | <b>Below Expectations</b> |
|------------------------|------------------------|--------------------------|--------------------------|---------------------------|
|                        | Expectations           | Expectations             | Expectations             | -                         |
| Ability to describe    | Describes the effects  | Describes the effects of | Describes the effects of | Describes the effects     |
| the effects of the     | of the migration and   | the migration and        | the migration and        | of the migration and      |
| migration and          | settlement of selected | settlement of selected   | settlement of selected   | settlement of             |
| settlement of selected | language groups in     | language groups in       | language groups in       | selected language         |
| language groups in     | Eastern Africa with    | Eastern Africa           | Eastern Africa with      | groups in Eastern         |
| Eastern Africa.        | all details.           |                          | some details.            | Africa with fewer         |

|                           |                       |                             |                          | details.              |
|---------------------------|-----------------------|-----------------------------|--------------------------|-----------------------|
| Ability to explain        | Explains effects of   | Explains effects of high    | Explains effects of      | Explains effects      |
| effects of high           | high population       | population density in       | high population          | of high               |
| population density in     | density in Eastern    | Eastern Africa              | density in Eastern       | population            |
| Eastern Africa.           | Africa with details.  |                             | Africa with some         | density in Eastern    |
|                           |                       |                             | details.                 | Africa with few       |
|                           |                       |                             |                          | details.              |
| Ability to explain the    | Explains the          | Explains the benefits of    | Explains the benefits    | Explains the          |
| benefits of               | benefits of           | collaboration between       | of collaboration         | benefits of           |
| collaboration             | collaboration         | school and the              | between school and       | collaboration         |
| between school and        | between school and    | community.                  | the community with       | between school        |
| the community.            | the community         |                             | some details.            | and the community     |
|                           | with all details      |                             |                          | with few details.     |
|                           |                       |                             |                          |                       |
| Ability to                | Demonstrates ways     | Demonstrates ways in        | Demonstrates ways in     | Demonstrates ways     |
| demonstrate ways in       | in which the school   | which the school            | which the school         | in which the school   |
| which the school          | collaborates with     | collaborates with the       | collaborates with the    | collaborates with     |
| collaborates with the     | the community in a    | community                   | community with some      | the community         |
| community                 | detailed manner       |                             | details                  | with few details      |
| Ability to identify       | Identifies aspects of | Identifies aspects of       | Identifies aspects of    | Identifies aspects of |
| aspects of African        | African traditional   | African traditional culture | African traditional      | African traditional   |
| traditional culture that  | culture that ought to | that ought to be preserved. | culture that ought to be | culture that ought to |
| ought to be preserved.    | be preserved with     |                             | preserved with some      | be preserved with     |
| -                         | details.              |                             | details.                 | fewer details.        |
| Ability to illustrate the | Illustrates the       | Illustrates                 | Illustrates the          | Illustrates the       |
| movement and              | movement and          | the movement and            | movement and             | movement and          |

| settlement of the | settlement of the | settlement of the  | settlement of some    | settlement of fewer  |
|-------------------|-------------------|--------------------|-----------------------|----------------------|
| selected language | selected language | selected language  | of the selected       | of the               |
| groups in Eastern | groups in Eastern | groups in Eastern  | language groups in    | selected language    |
| Africa on a map.  | Africa on a map   | Africa on a map.   | Eastern Africa on a   | groups in Eastern    |
|                   | correctly.        |                    | map.                  | Africa on a map.     |
| Ability to        | Locates areas     | Locates areas of   | Locates areas of high | Locates areas of     |
| locate areas of   | of high and       | high and low       | and low population    | high and low         |
| high and low      | low               | population density | density in Eastern    | population density   |
| population        | population        | in Eastern Africa  | Africa on a map with  | in Eastern Africa on |
| density in        | density in        | on a map.          | some accuracy.        | a map with limited   |
| Eastern Africa    | Eastern Africa    |                    |                       | accuracy.            |
| on a map.         | on a map with     |                    |                       |                      |
|                   | accuracy.         |                    |                       |                      |

| Strand            | Sub         | Specific Learning  | Suggested Learning   | Key         |
|-------------------|-------------|--|--|-------------|
|                   | strand      | Outcomes   | Experiences  | Inquiry     |
|                   |             |  |  | Question(s) |
| 3.0 Resources     | 3.1 Beef    | By the end of the sub strand the learner   | Learner is guided to:  | How could   |
| and               | Farming     | should be able to:   | discuss factors influencing beef                                       | we benefit  |
| Economic          |             | a) describe factors influencing  | farming in Eastern Africa and share                                    | from large  |
| Activities in     | (4 lessons) | beef farming in Eastern  | in class,  | scale       |
| Eastern<br>Africa |             | Africa,<br>b) locate on a map areas where beef   | • draw a map of Eastern Africa and                                     | farming?    |
| Anka              |             | farming is practised in Eastern  | locate areas where beef farming is practised.                          |             |
|                   |             | <ul><li>Africa,</li><li>c) identify the contribution of beef</li></ul>                   | • engage with an Agricultural extension officer to                     |             |
|                   |             | farming to the economy of Eastern Africa,  | • find out the contributions of beef farming to the economy of Eastern |             |
|                   |             | d) explain the challenges facing   | Africa,  |             |
|                   |             | <ul><li>beef farming in Eastern Africa,</li><li>e) acknowledge beef farming as</li></ul> | • Brainstorm the challenges facing beef farming in Eastern Africa,     |             |
|                   |             | an economic activity in Eastern<br>Africa.   | • create posters on importance of beef                                 |             |
|                   |             | i iiiiou.  | • farming.   |             |

## STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES IN EASTERN AFRICA

Core Competencies to be developed:

• **Critical thinking and problem solving:** Learners follow instructions as they brainstorm on the challenges facing beef farming in Eastern Africa and formulate possible solutions.

• Communication and collaboration: Learners listen critically as they discuss, in groups, factors influencing beef farming in Eastern Africa.

Values:

- **Respect**: Learners respect others as they discuss, in groups, factors influencing beef farming in Eastern Africa and share in class.
- Unity: Learners understand and appreciate others as they discuss factors influencing beef farming in Eastern Africa and share in class.

Pertinent and Contemporary Issues (PCIs):

- Environmental education: Learners discuss factors influencing beef farming in Eastern Africa
- Creative thinking skills: Learners create posters on the importance of beef farming.

Link to other Learning Areas:

**Pre-technical Studies:** Learners engage with an Agricultural extension officer to find out the contributions of beef farming to the economy of Eastern Africa.



| Strand | Sub         | Specific Learning                         | Suggested Learning                       | Key          |
|--------|-------------|---|--|--------------|
|        | strand      | Outcomes                                  | Experiences                              | Inquiry      |
|        |             |   |  | Question(s)  |
|        | 3.2         | By the end of the sub strand, the learner | Learner is guided to:                    | Why is       |
|        | Fishing     | should be able to:                        | • locate on a map the marine and inland  | fishing      |
|        | in          | a) locate marine and inland fishing       | fishing grounds in Eastern Africa,       | important to |
|        | Eastern     | grounds on a map,                         | • discuss the marine methods             | us?          |
|        | Africa      | b) describe methods of marine             | of fishing in Eastern Africa and         |              |
|        | (5 lessons) | fishing in Eastern Africa,                | present in class,                        |              |
|        |             | c) explain challenges facing              | • use digital devices/print resources to |              |
|        |             | fishing in Eastern Africa,                | research methods of marine fishing in    |              |
|        |             | d) design possible solutions to           | Eastern Africa,                          |              |
|        |             | challenges facing fishing in              | • brainstorm challenges facing marine    |              |
|        |             | Eastern Africa,                           | fishing in Eastern Africa.               |              |
|        |             | e) value fishing as an economic           | • engage a Fisheries officer to identify |              |
|        |             | activity.                                 | possible solutions to challenges facing  |              |
|        |             |   | marine fishing in Eastern Africa.        |              |
|        |             |   |  |              |

- Communication and collaboration: Learners listen critically as they discuss challenges facing marine fishing.
- Learning to learn: Learners work collaboratively as they engage with a Fisheries Officer to identify possible solutions to challenges facing marine fishing in Eastern Africa

Values:

Unity: Learners collaborate with others as they discuss and write down possible solutions to challenges facing marine fishing in Eastern Africa.

• **Responsibility**: Learners proactively solve problems as they illustrate methods of marine fishing in Eastern Africa using appropriate media.

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

Critical thinking skills: Learners discuss, in groups, and write down possible solutions to challenges facing marine fishing in Eastern Africa.

Link to Other Learning Areas:

- Learners use Pre-technical studies knowledge to discuss the marine methods of fishing in Eastern Africa.
- Learners use Mathematics knowledge to locate on a map the main fishing grounds in Eastern Africa.



| Strand   | Sub strand Specific Learning  |   | Suggested Learning   | Key   |
|--|---|---|--|---|
|  |   | Outcomes  | Experiences  | Inquiry<br>Question(s)                              |
| 3.0 Resources<br>and Economic<br>Activities in<br>Eastern Africa | 3.3 Wildlife<br>and<br>Tourism<br>in Eastern<br>Africa<br>(5 lessons) | <ul> <li>By the end of the sub strand the learner should be able to:</li> <li>a) explain factors that promote tourism in Eastern Africa</li> <li>b) locate game reserves and national parks in Eastern Africa on a map,</li> <li>c) explain challenges facing tourism in Eastern Africa,</li> <li>d) state possible solutions to challenges facing tourism in Eastern Africa,</li> <li>e) value tourism as an economic activity.</li> </ul> | <ul> <li>Learner is guided to:</li> <li>brainstorm, factors that<br/>promote tourism in Eastern<br/>Africa,</li> <li>draw a map of Eastern Africa<br/>and locate game reserves and<br/>national parks,</li> <li>engage a Game Ranger on<br/>possible solutions to the<br/>challenges facing tourism in<br/>Eastern Africa,</li> <li>create posters and charts on<br/>challenges and solutions<br/>facing tourism,</li> <li>participate in conservation of<br/>wildlife walk/run activities<br/>within the locality.</li> </ul> | How can we<br>promote<br>tourism in<br>our country? |

• Self-Efficacy: Learners engage with a Game Ranger confidently on possible solutions to the challenges facing tourism in Eastern Africa.

• Citizenship: Learners demonstrate interest with interaction with others as they brainstorm, in groups, factors that promote tourism in Eastern Africa.

## Values:

- Unity: Learners collaborate with others as they discuss and formulate solutions to problems facing tourism in Eastern Africa.
- Patriotism: Learners proactively solve problems as they develop charts on challenges and solutions facing tourism.

Pertinent and Contemporary Issues (PCIs):

- **Decision making skills**: Learners participate in conservation of wildlife walk/run.
- Safety and Security: Learners observe precautionary measures as they visit a nearby tourist attraction site and write a report. Link to other Learning Areas:
- Learners use Creative Arts skills to draw a map of Eastern Africa and locate game reserves and national parks.
- Learners apply Religious studies knowledge as they participate in conservation of wildlife walk/run activities within the locality.



| Strand  | Sub strand   | Specific Learning<br>Outcomes   | Suggested Learning<br>Experiences  | Key Inquiry<br>Question(s)                                    |
|---|--|---|--|---|
| 3.0<br>Resources<br>and<br>Economic<br>Activities in<br>Eastern<br>Africa | 3.4<br>Transport<br>in<br>Eastern<br>Africa<br>(4 lessons) | <ul> <li>By the end of the sub strand<br/>the learner should be able<br/>to:</li> <li>a) identify the main<br/>transport networks in<br/>Eastern Africa on a map,</li> <li>b) draw a map of Eastern<br/>Africa showing the<br/>main transport<br/>networks,</li> <li>c) explain the challenges<br/>facing transport<br/>networks in Eastern<br/>Africa,</li> <li>d) state possible solutions<br/>to challenges facing<br/>transport networks</li> <li>e) Eastern Africa,<br/>appreciate the transport<br/>network in economic<br/>development.</li> </ul> | <ul> <li>Learner is guided to:</li> <li>locate the main transport networks in<br/>Eastern Africa (<i>road, railway, air and</i><br/><i>water</i>).</li> <li>transport networks in Eastern Africa on a<br/>map,</li> <li>draw a map of Eastern Africa showing the<br/>main transport networks,</li> <li>explain the challenges facing transport<br/>networks in Eastern Africa,</li> <li>state possible solutions to challenges<br/>facing transport networks in Eastern<br/>Africa,</li> <li>appreciate the transport network in<br/>economic development.</li> <li>draw a map of Eastern Africa and indicate<br/>the main transport networks,</li> <li>discuss challenges facing transport<br/>networks in Eastern Africa and indicate<br/>the main transport networks,</li> <li>discuss challenges facing transport<br/>networks in Eastern Africa and share in<br/>class,</li> <li>brainstorm the possible solutions to<br/>challenges facing transport network in<br/>Eastern Africa,</li> </ul> | Why do we<br>need<br>transport<br>networks in<br>our country? |

| participate in clean-up activities of road |  |
|--|--|
| reserves within their locality observing   |  |
| safety and security.                       |  |

- **Digital literacy:** Learners use digital devices to communicate effectively as they identify transport networks in Eastern Africa as they use digital devices.
- **Citizenship**: Learners undertake tasks as they participate in clean-up activities on road reserves within their locality observing safety and security

#### Values:

- Unity: Learners collaborate with others as they identify transport networks in Eastern Africa using digital devices.
- **Responsibility**: Learners proactively solve problems facing transport networks in Eastern Africa using digital devices.

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

- Environmental education: Participate in clean-up activities of road reserves within their locality observing safety and security
- Safety and Security: Learners observe precautions as they participate in clean-up activities of road reserves within their locality

## Link to other Learning Areas:

Learners use knowledge from Pre-technical studies to locate the main transport networks in Eastern Africa.

| Strand     | Sub strand    | Specific Learning<br>Outcomes                       | Suggested Learning<br>Experiences           | Key Inquiry Question(s)   |
|------------|---------------|---|---|---------------------------|
| 3.0        | 3.5           | By the end of the sub                               | Learner is guided to:                       | How could                 |
| Resources  | Communication | strand, the learner should be                       | • brainstorm the various                    | communication networks    |
| and        | in Eastern    | able to:  | modes of                                    | influence the development |
| Economic   | Africa        | a) identify modes of                                | communication used in                       | of a country?             |
| Activities |               | communication in                                    | Eastern Africa                              |                           |
| in Eastern | (4 lessons)   | Eastern Africa,                                     | • discuss the challenges                    |                           |
| Africa     |               | b) explain challenges facing communication networks | facing communication<br>networks in Eastern |                           |
|            |               | in Eastern Africa,                                  | Africa,                                     |                           |
|            |               | c) state possible solutions to                      | • use digital/print                         |                           |
|            |               | challenges facing                                   | resources to research                       |                           |
|            |               | communication networks                              | on challenges facing                        |                           |
|            |               | in Eastern Africa,                                  | communication                               |                           |
|            |               | d) demonstrate how                                  | networks in Eastern                         |                           |
|            |               | different modes of                                  | Africa                                      |                           |
|            |               | communication are used                              | • discuss solutions to                      |                           |
|            |               | in Eastern Africa,                                  | challenges facing                           |                           |
|            |               | e) appreciate the role of                           | communication networks in                   |                           |
|            |               | communication networks                              | Eastern Africa, and share in                |                           |
|            |               | in Eastern Africa.                                  | class,                                      |                           |

Core Competencies to be developed:
Communication and collaboration: Learners collaboratively discuss the challenges facing communication networks in Eastern Africa.

• Learning to learn: Learners brainstorm the various modes of communication used in Eastern Africa.

## Values:

• **Peace**: Learners are open minded as they brainstorm, in pairs, and state challenges facing communication networks in Eastern Africa.

Unity: Learners discuss the challenges facing communication networks in Eastern Africa.

Pertinent and Contemporary Issues (PCIs):

• Social cohesion: Learners role play scenarios that depict the different modes of communication in Eastern Africa. Safety and Security: Learners observe precautions as they use digital devices to research on challenges facing communication networks in Eastern Africa

# Link to other Learning Areas:

- Learners apply Pre-technical studies knowledge as they discuss in groups solutions to challenges facing communication networks in Eastern Africa.
- Learners use English/Kiswahili/Kenya sign language as they state solutions facing communication networks in Eastern Africa.



| Strand | Sub         | Specific Learning                    | Suggested Learning          | Key Inquiry   |
|--------|-------------|--------------------------------------|-----------------------------|---------------|
|        | strand      | Outcomes                             | Experiences                 | Question(s)   |
|        | 3.6         | By the end of the sub strand, the    | Learner is guided to:       | How can we    |
|        | Min         | learner should be able to:           | • draw a map of Eastern     | reclaim areas |
|        | ing in      | a) identify minerals found in        | Africa and show the         | affected by   |
|        | Eastern     | Eastern Africa,                      | location of minerals,       | mining in our |
|        | Africa      | b) describe the methods of           | • discuss how the           | environment?  |
|        |             | extracting minerals in Eastern       | minerals are extracted      |               |
|        | (5 lessons) | Africa (soda ash in Kenya, gold      | and share in class. (Soda   |               |
|        |             | in Tanzania, limestone in            | Ash in Kenya, Gold in       |               |
|        |             | Uganda),                             | Tanzania)                   |               |
|        |             | c) explain the effects of            | • brainstorm the effects of |               |
|        |             | mining on the environment in         | mining on the               |               |
|        |             | Eastern Africa,                      | environment and do          |               |
|        |             | d) state the possible solutions to   | class presentation,         |               |
|        |             | problems associated with             | • write an essay on the     |               |
|        |             | mining,                              | solutions to problems       |               |
|        |             | e) desire to conserve areas affected | associated with mining.     |               |
|        |             | by mining activities in Eastern      | • Watch video clips and     |               |
|        |             | Africa.                              | suggest possible ways       |               |
|        |             |                                      | of conserving land          |               |
|        |             |                                      | affected by mining.         |               |

- **Citizenship:** Learners have a responsibility of conserving the environment as they. write an essay on the solutions to problems associated with mining.
- Creativity and Imagination: Learners undertake tasks, draw a map of Eastern Africa and show the location of minerals,

#### Values:

- **Patriotism:** Learners serve the community as they write essays on the effects of mining on the environment and possible solutions.
- **Respect:** Learners brainstorm the effects of mining on the environment and do class presentations.

# Pertinent and Contemporary Issues (PCIs):

- Self- esteem: Learners discuss how the minerals are extracted and share in class.
- Self-awareness: Learners brainstorm and identify minerals in Eastern Africa.

# Link to other Learning Areas:

Learners use Agriculture and Nutrition knowledge to design possible conservation measures to derelict land into productive use. Learners use Creative Arts skills as they draw a map of Eastern Africa and show the location of minerals.

## Assessment Rubric

| Level<br>Indicator   | Exceeds Expectation   | Meets Expectation   | Approaches<br>Expectation  | <b>Below Expectation</b>  |
|--|---|---|--|---|
| Ability to explain<br>the challenges<br>facing beef<br>farming in<br>Eastern Africa. | Explains the<br>challenges facing<br>beef farming in<br>Eastern with<br>additional details. | Explains the<br>challenges facing<br>beef farming in<br>Eastern Africa. | explains the<br>challenges facing<br>beef farming in<br>Eastern Africa<br>with some details. | Explains the<br>challenges<br>facing beef<br>farming in<br>Eastern Africa<br>with few<br>details. |

| Ability to describe the | Describe the methods   | Describes the         | Describes the       | Describes the       |
|-------------------------|------------------------|-----------------------|---------------------|---------------------|
| methods of extracting   | of extracting minerals | methods of extracting | methods of          | methods of          |
| minerals in Eastern     | in Eastern Africa      | minerals in Eastern   | extracting minerals | extracting minerals |
| Africa.                 | with all the steps.    | Africa.               | in Eastern Africa   | in Eastern Africa   |
|                         |                        |                       | with some of the    | with fewer steps.   |
|                         |                        |                       | steps.              |                     |
| Ability to describe     | Describes methods      | Describes methods     | Describes           | Describes           |
| methods of marine       | of marine fishing in   | of marine fishing     | methods of          | methods of          |
| fishing in Eastern      | Eastern Africa with    | in Eastern Africa.    | marine fishing in   | marine fishing in   |
| Africa.                 | detailed               |                       | Eastern Africa      | Eastern Africa      |
|                         | illustrations.         |                       | with some           | with limited        |
|                         |                        |                       | illustrations       | illustrations.      |
| Ability to explain      | Explains factors       | Explains factors      | Explains factors    | Explains factors    |
| factors that promote    | that promote           | that promote          | that promote        | that promote        |
| tourism in Eastern      | tourism in Eastern     | tourism in Eastern    | tourism in          | tourism in          |
| Africa.                 | Africa in detail.      | Africa                | Eastern Africa      | Eastern Africa      |
|                         |                        |                       | with some           | with fewer          |
|                         |                        |                       | details.            | details.            |
| Ability to describe the | Describe the methods   | Describes the         | Describes the       | Describes the       |
| methods of extracting   | of extracting minerals | methods of extracting | methods of          | methods of          |
| minerals in Eastern     | in Eastern Africa      | minerals in Eastern   | extracting minerals | extracting minerals |
| Africa.                 | with all the steps.    | Africa.               | in Eastern Africa   | in Eastern Africa   |
|                         |                        |                       | with some of the    | with fewer steps.   |
|                         |                        |                       | steps.              |                     |
|                         |                        |                       |                     |                     |

| Ability to state the   | States the possible     | State the possible    | State the possible   | States the possible  |
|------------------------|-------------------------|-----------------------|----------------------|----------------------|
| possible solutions to  | solutions to            | solutions to          | solutions to         | solutions to         |
| problems associated    | problems associated     | problems associated   | problems             | problems             |
| with mining,           | with mining with        | with mining.          | associated with      | associated with      |
|                        | details.                |                       | mining with some     | mining with fewer    |
|                        |                         |                       | details.             | details.             |
| Ability to state the   | States possible         | States possible       | States possible      | States possible      |
| possible solutions to  | solutions to            | solutions to          | solutions to         | solutions to         |
| challenges facing      | challenges facing       | challenges facing     | challenges facing    | challenges facing    |
| transport networks in  | transport networks in   | transport networks in | transport networks   | transport networks   |
| Eastern Africa.        | Eastern Africa with     | Eastern Africa.       | in Eastern Africa    | in Eastern Africa    |
|                        | examples.               |                       | partially.           | with assistance      |
| Ability to state       | States possible         | States possible       | states possible      | States possible      |
| possible solutions to  | solutions to            | solutions to          | solutions to         | solutions to         |
| challenges facing      | challenges facing       | challenges facing     | challenges facing    | challenges facing    |
| communication          | communication           | communication         | communication        | communication        |
| networks in Eastern    | networks in Eastern     | networks in Eastern   | networks in          | networks in          |
| Africa.                | Africa with             | Africa.               | Eastern Africa       | Eastern Africa       |
|                        | examples.               |                       | with some            | with fewer           |
|                        |                         |                       | examples.            | examples.            |
| Ability to locate on a | Locates on a map        | Locates on a map      | Locates on a map     | Locates on a map     |
| map the areas where    | areas where beef        | areas where beef      | the areas where      | the areas where      |
| beef farming is        | farming is practised in | farming is practised  | beef farming is      | beef farming is      |
| practised in Eastern   | Eastern Africa          | in Eastern Africa.    | practised in Eastern | practised in Eastern |
| Africa.                | .accurately             |                       | Africa with some     | Africa with limited  |
|                        | ~                       |                       | accuracy.            | accuracy.            |

| Ability to design       | Designs possible       | Designs possible    | Designs possible   | Designs possible    |
|-------------------------|------------------------|---------------------|--------------------|---------------------|
| possible solutions to   | solutions to           | solutions to        | solutions to       | solutions to        |
| challenges facing       | challenges facing      | challenges facing   | challenges facing  | challenges facing   |
| fishing in Eastern      | fishing in Eastern     | fishing in Eastern  | fishing in Eastern | fishing in Eastern  |
| Africa                  | Africa with detailed   | Africa              | Africa with some   | Africa with limited |
|                         | examples               |                     | examples           | examples            |
| Ability to draw a map   | Draws a map of         | Draws a map of      | Draws a map of     | Draws a map of      |
| of Eastern Africa       | Eastern Africa         | Eastern Africa      | Eastern Africa and | Eastern Africa      |
| showing the main        | showing the main       | showing the main    | shows some of the  | showing the main    |
| transport networks.     | transport networks     | transport networks. | main transport     | transport networks  |
|                         | with all components    |                     | networks with      | with fewer          |
|                         |                        |                     | some components.   | components.         |
| Ability to demonstrate  | Demonstrates how       | Demonstrates how    | Demonstrates how   | Demonstrates how    |
| how different modes of  | different modes of     | different modes of  | different modes of | different modes of  |
| communication are       | communication are      | communication are   | communication are  | communication are   |
| used in Eastern Africa. | used in Eastern Africa | used in Eastern     | used in Eastern    | used in Eastern     |
|                         | with details.          | Africa.             | Africa with some   | Africa with fewer   |
|                         |                        |                     | details.           | details.            |

| Strand        | Sub strand      | Specific Learning          | Suggested Learning                      | Key         |
|---------------|-----------------|----------------------------|---|-------------|
|               |                 | Outcomes                   | Experiences                             | Inquiry     |
|               |                 |                            |   | Question (s |
| 4.0 Political | 4.1 Traditional | By the end of the sub      | Learner is guided to:                   | How were    |
| Systems and   | forms of        | strand, the learner should | • brainstorm the traditional forms of   | communitie  |
| Governance    | Government      | be able to:                | government among The Buganda and        | being       |
|               |                 | a) describe traditional    | The Nyamwezi of Eastern Africa,         | governed in |
|               | (5 lessons)     | forms of government        | • draw a chart showing the governance   | the past?   |
|               |                 | of the Buganda and         | structure among The Buganda and         |             |
|               |                 | Nyamwezi in Eastern        | The Nyamwezi in Eastern Africa and      |             |
|               |                 | Africa,                    | display in class,                       |             |
|               |                 | b) compare traditional     | • discuss the similarities and          |             |
|               |                 | forms of government        | differences in traditional forms of     |             |
|               |                 | between the Buganda        | government between The Buganda          |             |
|               |                 | and Nyamwezi,              | and The Nyamwezi,                       |             |
|               |                 | c) value aspects of good   | • role-play scenarios depicting aspects |             |
|               |                 | governance in              | of good governance in society.          |             |
|               |                 | traditional societies.     |   |             |

## STRAND: 4.0 POLITICAL SYSTEMS AND GOVERNANCE

Core Competencies to be developed:

- Self-Efficacy: Learners draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display in class.
- Creativity and Imagination: Learners undertake tasks that encourage artistic expressions as they role-play scenarios depicting aspects of good governance in society.

#### Values:

- Unity: Learners collaborate with others as they brainstorm the traditional forms of government in Eastern Africa(The *Buganda and The Nyamwezi*).
- **Responsibility**: Learners find out the similarities and differences between selected traditional forms of government.

Pertinent and Contemporary Issues (PCIs):

- **Social Cohesion**: Learners brainstorm, the traditional forms of government in Eastern Africa (The *Buganda and The Nyamwezi*).
- Safety and Security: Learners interact with digital devices as they use digital or print resources to find out the similarities and differences between selected traditional forms of government.

# Link to other Learning Areas:

- Learners use Creative Arts skills to draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa.
- Learners apply English/Kiswahili/KSL knowledge to role-play scenarios depicting aspects of good governance in society.



| Strand | Sub strand   | Specific Learning                 | Suggested Learning                      | Key          |
|--------|--------------|-----------------------------------|---|--------------|
|        |              | Outcomes                          | Experiences                             | Inquiry      |
|        |              |                                   |   | Question     |
|        |              |                                   |   | (s)          |
|        | 4.2 Regional | By the end of the sub strand, the | Learner is guided to:                   | How can      |
|        | co-          | learner should be able to:        | • brainstorm objectives of East African | East Africar |
|        | operations   | a) explain the                    | Community and share in class,           | countries    |
|        | -            | objectives of East African        | • use digital or print resources to     | cooperate?   |
|        | (4 lessons)  | Community,                        | research on the benefits of East        | -            |
|        |              | b) describe the benefits of       | African Community to member states      |              |
|        |              | East African Community            | and present in class,                   |              |
|        |              | to member states,                 | • engage a resource person to explore   |              |
|        |              | c) identify the challenges        | on solutions to challenges facing the   |              |
|        |              | facing the East African           | East African Community,                 |              |
|        |              | Community,                        | • share experiences as they draw and    |              |
|        |              | e) formulate the possible         | color the map of East Africa and post   |              |
|        |              | solutions to challenges           | them in strategic points in school,     |              |
|        |              | facing the East African           | • sing the East African                 |              |
|        |              | Community,                        | • Community anthem and reflect on       |              |
|        |              | f) value the unity of Eastern     | the message.                            |              |
|        |              | African countries.                |   |              |

- Self-Efficacy: Learners develop authentic solutions to problems as they use digital/print resources to challenges facing the East African Community.
- Learning to learn: Learners share experiences as they draw and colour the map of East Africa and post them in strategic points in school.

#### Values:

- Unity: Learners collaborate with others as they discuss the benefits of East African Community to member states and report in class.
- Integrity: Learners apply laid down procedures as they discuss the benefits of East African Community to member states and report in class.

# Pertinent and Contemporary Issues (PCIs):

- Safety and Security: Learners use digital resources safely to make presentations in class on the research findings.
- Social Cohesion: Learners brainstorm the member states of the East African Community and do a class presentation.

# Link to Other Learning Areas:

- Learners use Creative Arts skills as they sing the East Africa Community anthem.
- Learners apply English/Kiswahili/KSL skills to sing the East Africa Community anthem

| Strand Sub stra             | and Specific Learning<br>Outcomes | Suggested Learning<br>Experiences  | Key Inquiry<br>Question<br>(s)   |
|-----------------------------|-----------------------------------|--|--|
| 4.3<br>Citizens<br>(4 lesso | be able to:                       | <ul> <li>Learner is guided to:</li> <li>discuss the rights and responsibilities of a Kenyan citizen and present in class.</li> <li>brainstorm the qualities a good Kenyan citizen,</li> <li>use digital resources to watch clips on scenarios that demonstrate values a good Kenyan citizen,</li> <li>create songs and poems on values of a good Kenyan citizen,</li> <li>create posters on values of a good citizen and post them in strategic places in school.</li> </ul> | How can we<br>demonstrate<br>good<br>citizenship<br>in our<br>country? |

- **Communication and collaboration:** Learners speak clearly and effectively as they create songs and poems on values of a good Kenyan citizen.
- Creativity and imagination: Learners create posters on values of a good citizen and post them in strategic places in school. Values:
- **Patriotism**: Learners collaborate with others as they create songs and poems on values of a good Kenyan citizen.
- **Respect**: Learners respect diverse opinions as they debate on the rights and responsibilities of a Kenyan citizen.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: Learners brainstorm rights and responsibilities of a Kenyan citizen and present.
- Critical thinking: Learners create songs and poems on values of a good Kenyan citizen.

Pertinent and Contemporary Issues (PCIs):

- Communication and collaboration: Learners speak clearly and effectively as they create songs and poems on values of a good Kenyan citizen.
- Creativity and imagination: Learners create posters on values of a good citizen and post them in strategic places in school.

| Strand | Substrand   | Specific Learning          | Suggested Learning                        | Key Inquiry |
|--------|-------------|----------------------------|---|-------------|
|        |             | Outcomes                   | Experiences                               | Question    |
|        |             |                            |   | (s)         |
|        | 4.4         | By the end of the sub      | Learner is guided to:                     | How         |
|        | Human       | strand, the learner should | • brainstorm categories of human rights   | could       |
|        | rights      | be able to:                | and share in class (political, social and | respect for |
|        |             | a) explain classification  | economic categories),                     | human       |
|        | (4 lessons) | of human rights as         | • use a chart to illustrate categories of | rights      |
|        |             | applied in society,        | human rights and display in class,        | promote     |
|        |             | b) describe ways in which  | • use digital/print resources to find out | unity       |
|        |             | human rights are           | ways in which human rights are            | in society? |
|        |             | upheld in society,         | upheld in the society,                    |             |
|        |             | c) demonstrate ways in     | • engage with a Human rights officer on   |             |
|        |             | which human rights are     | ways of promoting respect for human       |             |
|        |             | upheld in the society,     | rights in the society,                    |             |
|        |             | d) value respect for Human | • role play scenarios that depict respect |             |
|        |             | rights in Kenya.           | for human rights in the society.          |             |

• Learning to learn: Learners share what they have learnt as they engage with a Human rights officer on ways of promoting respect for human rights in the society.

**Digital literacy:** Learners use digital devices as they discuss ways of upholding human rights in the society **Values:** 

• Unity: Learners collaborate with others as they use a chart to illustrate categories of human rights and make a presentation **Responsibility**: Learners proactively solve problems as they engage with a Human rights officer on ways in which human rights are violated in society.

Pertinent and Contemporary Issues (PCIs):

- Assertiveness: Learners engage with a resource person on ways in which human rights are protected in society
- Self-awareness: Learners think, pair, share on human rights.

## Link to other Learning Areas:

- Learners use the knowledge of Religious Studies to discern values such as ways of promoting respect for human rights in the society as they engage with a Human rights officer.
- Learners use English/Kiswahili/KSL skills to role play scenarios that depict respect for human rights in the society.



| Strand                          | Sub strand  | Specific Learning<br>Outcomes  | Suggested Learning<br>Experiences   | Key Inquiry<br>Question (s)   |
|---------------------------------|---|--|---|---|
|                                 | 4.5 Peace and<br>Conflict<br>Resolution<br>(4lessons) | <ul> <li>By the end of the sub strand,<br/>the learner should be<br/>able to:</li> <li>a) explain the causes of<br/>conflicts in society,</li> <li>b) describe peaceful methods of<br/>resolving conflicts in society,</li> <li>c) illustrate ways of promoting<br/>peace in society,</li> <li>d) value peaceful ways of<br/>resolving conflicts in the<br/>society.</li> </ul>  | <ul> <li>Learner is guided to:</li> <li>brainstorm causes of conflicts<br/>in society and present in class,</li> <li>discuss peaceful methods of<br/>resolving conflicts in society share<br/>in class,</li> <li>role-play peaceful methods of<br/>resolving conflicts in society,</li> <li>reflect and journal on any<br/>past activities that depict<br/>peaceful ways of resolving<br/>conflicts,</li> </ul> | <ol> <li>Why should<br/>we embrace<br/>peace in<br/>society?</li> <li>How could<br/>we live<br/>peacefully<br/>with others<br/>in society?</li> </ol> |
| -                               | etencies to be dev                                    | -  |   |   |
|                                 | •   | mine community needs as they create  |   |   |
| •                               | y and imaginatio                                      | n: Learners role-play peaceful metho   | ods of resolving conflicts in school.   |   |
| Values:                         |   |  |   |   |
| •                               |   |  | on ways of promoting peace and display in   | class.  |
| -                               | v 1   |  | te essays on ways of promoting peace.   |   |
|                                 | d Contemporary  |  |   |   |
| <ul> <li>Self- estee</li> </ul> |   | -play peaceful methods of resolving of the second s |   |   |

• Peace education: Learners discuss peaceful methods of resolving conflicts in society.

# Link to Other Learning Areas:

- Learners apply Religious studies knowledge as they discuss peaceful methods of resolving conflicts in society.
- Learners use Creative Arts skills to role-play peaceful methods of resolving conflicts in society.



| Strand | Sub strand         | Specific Learning                | Suggested Learning                       | Key Inquiry |
|--------|--------------------|----------------------------------|--|-------------|
|        |                    | Outcomes                         | Experiences                              | Question    |
|        |                    |                                  |  | (s)         |
|        | 4.6. Government    | By the end of the sub strand the | Learner is guided to:                    | Why do      |
|        | <b>Revenue and</b> | learner should be able to:       | • engage a Revenue officer to discuss    | we pay      |
|        | Expenditure        | a) identify sources of revenue   | sources of revenue for National          | taxes to    |
|        |                    | for National Government in       | Government in Kenya,                     | the         |
|        | (4 lessons)        | Kenya,                           | • brainstorm ways in which the           | governme    |
|        |                    | b) explain ways in which the     | National and County governments          | nt?         |
|        |                    | National and                     | spend their revenue,                     |             |
|        |                    | c) County                        | • use digital/print resources to look at |             |
|        |                    | d) Governments in Kenya spend    | the budget allocation for the national   |             |
|        |                    | their revenue,                   | and county Governments,                  |             |
|        |                    | e) acknowledge the importance    | • compose songs and poems that           |             |
|        |                    | of paying taxes.                 | address the importance of paying         |             |
|        |                    |                                  | tax to the government.                   |             |

• Learning to learn: Learners share what they have learned as they engage with a Revenue person on sources of revenue for the National Government in Kenya.

• Citizenship: Learners compose songs and poems that address the importance of paying tax to the government.

Values:

• Unity: Learners collaborate with others as they brainstorm the meaning of revenue and share with peers

• Integrity: Learners are committed to duty as they create and recite poems on the importance of paying tax to the government.

Pertinent and Contemporary Issues (PCIs):

- **Financial literacy**: Learners engage with a Revenue officer on sources of government revenue.
- Self -awareness: Learners discuss, in groups, expenditure of government revenue in Kenya.

## Link to Other Learning Areas:

- Learners apply Mathematics as they use digital/print resources to explore budget allocation for the national and county Governments.
- Learners use the knowledge in Agriculture and Nutrition to engage a resource person to find out sources of revenue for the National Government in Kenya.



| Strand | Sub strand   | Specific Learning<br>Outcomes | Suggested Learning<br>Experiences                 | Key Inquiry<br>Question (s) |
|--------|--------------|-------------------------------|---|-----------------------------|
|        | 4.7 The      | By the end of the sub         | Learner is guided to:                             | What is the                 |
|        | Preamble of  | strand, the learner should be | • use digital resources/print media to search for | importance                  |
|        | the          | able to:                      | the meaning of the key words in the preamble      | of the                      |
|        | Constitution | a) identify key words in      | of the Constitution of Kenya,                     | preamble in                 |
|        | of Kenya.    | the preamble of the           | • engage a Court clerk to interpret key words     | the                         |
|        | (3 lessons)  | Constitution of Kenya,        | used in the preamble of the Constitution of       | Constitution                |
|        | Ì.           | b) explain the meaning of     | Kenya,  | of Kenya?                   |
|        |              | key words of the              | • compose and sing a song on the preamble of      |                             |
|        |              | preamble of the               | the Constitution of Kenya,                        |                             |
|        |              | Constitution of Kenya,        | • create posters on key words of the preamble     |                             |
|        |              | c) uphold the Constitution    | of the Constitution of Kenya and                  |                             |
|        |              | of Kenya,                     | display.  |                             |

• Self-Efficacy: Learners create posters on key words of the preamble of the Constitution of Kenya and display.

• **Citizenship**: Learners demonstrate responsible decision making as they discuss and list down the key words of the preamble of the Constitution of Kenya and do presentations.

## Values:

- **Patriotism**: Learners serve the community as they compose and sing a song on the preamble of the Constitution of Kenya
- **Peace**: Learners display calmness as they engage a Court clerk to interpret the meaning of the key words used in the preamble of the Constitution of Kenya.

# Pertinent and Contemporary Issues (PCIs):

- Self -awareness: Learners engage with a Court clerk to interpret the preamble of the Constitution of Kenya.
- Social cohesion: Learners compose and sing a song on the preamble of the Constitution of Kenya.

## Link to other learning Areas:

- Learners apply Religious Studies skills to demonstrate responsible decision making as they discuss the meaning of the key words in the preamble of the Constitution of Kenya.
- Learners use the knowledge in English/English/KSL to brainstorm the key words in the preamble in the Constitution of Kenya.

#### **Assessment Rubric**

| Level<br>Indicator  | Exceeds<br>Expectation   | Meets Expectation  | Approaches Expectation   | Below Expectation   |
|---|--|--|--|---|
| Ability to compare<br>traditional forms of<br>government<br>between The<br>Buganda and<br>Nyamwezi. | Compares<br>traditional forms of<br>government<br>between The<br>Buganda and<br>Nyamwezi with<br>examples. | Compares traditional<br>forms of government<br>between The<br>Buganda and<br>Nyamwezi. | Compares traditional<br>forms of government<br>between The Buganda<br>and Nyamwezi with<br>some examples.    | Compares the<br>traditional forms of<br>government between<br>The Buganda and<br>Nyamwezi with<br>fewer examples. |
| Ability to describe<br>the benefits of the<br>East African<br>Community to<br>member states.        | Describes the<br>benefits of the<br>East African<br>Community to<br>member states in<br>great details.     | Describes the<br>benefits of the<br>East African<br>Community to<br>member states.     | Describes some of the<br>benefits of the East<br>African Community to<br>member states with<br>some details. | Describes the<br>benefits of East<br>African<br>Community to<br>member states<br>with fewer<br>details.           |

| Ability to describe<br>the rights and<br>responsibilities of a<br>Kenyan citizen. | Describes the<br>rights and<br>responsibilities of<br>a Kenyan citizen<br>with examples. | Describes the<br>rights and<br>responsibilities of<br>a Kenyan citizen. | Describes the rights and<br>responsibilities of a<br>Kenyan citizen with some<br>examples. | Describes the<br>rights and<br>responsibilities of<br>a Kenyan citizen<br>with fewer<br>examples. |
|---|--|---|--|---|
| Ability to explain<br>the causes of<br>conflicts in society.                      | Explains the causes<br>of conflicts in<br>society with<br>examples.                      | Explains the causes<br>of conflicts in<br>society.                      | Explains the causes of conflicts in society with some examples.                            | Explains the causes<br>of conflicts in<br>society with fewer<br>examples.                         |
| Ability to explain<br>classification of<br>human rights                           | Explains<br>classification of<br>human rights with<br>examples.                          | Explains<br>classification of<br>human rights.                          | Explains classification<br>of human rights with<br>some examples.                          | Explains<br>classification of<br>human rights with<br>fewer examples.                             |
| Ability to describe<br>ways in which<br>human rights are<br>upheld in society.    | Describes ways in<br>which human<br>rights are upheld<br>in society in<br>detail.        | Describes ways in<br>which human<br>rights are upheld in<br>society.    | Describes ways in<br>which human rights are<br>upheld in society with<br>some details.     | Describes ways in<br>which human<br>rights are upheld<br>in society with<br>fewer details.        |
| Ability to explain<br>the meaning of key  | Explains the meaning of key  | Explains the meaning of key   | explains the meaning of key words in the   | Explains the meaning of key   |

| words of the<br>preamble of the<br>Constitution of<br>Kenya.                         | words in the<br>preamble of the<br>Constitution of<br>Kenya with<br>examples.                    | words in the<br>preamble of the<br>Constitution of<br>Kenya .                   | preamble of the<br>Constitution of Kenya<br>with some examples.                                 | words in the<br>preamble of the<br>Constitution of<br>Kenya with fewer<br>examples.                    |
|--|--|---|---|--|
| Ability to illustrate<br>ways of promoting<br>peace in society                       | Illustrates ways of<br>promoting peace in<br>society in detail.                                  | Illustrates ways of<br>promoting peace in<br>society                            | Illustrates ways of<br>promoting peace in<br>society with some<br>details.                      | Illustrates ways of<br>promoting peace in<br>society with fewer<br>details.                            |
| Ability to identify<br>sources of revenue<br>for National<br>Government in<br>Kenya, | Identifies sources of<br>revenue for the<br>National<br>Government in<br>Kenya with<br>examples. | Identifies sources of<br>revenue for the<br>National<br>Government in<br>Kenya. | identifies sources of<br>revenue for the National<br>Government in Kenya<br>with some examples. | Identifies sources of<br>revenue for the<br>National<br>Government in<br>Kenya with fewer<br>examples. |

# Appendix I: 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

## 1)Preparation

- 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
- 2) Implementation CSL Activity
- · 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)
- Assess the targeted core competencies, values and subject skills.

# 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.

| Strand       | Sub-Strands  | Suggested       | Suggested Learning Resources   | Non-Formal Activities         |
|--------------|--------------|-----------------|--------------------------------|-------------------------------|
|              |              | Assessment      |                                |                               |
|              |              | Methods         |                                |                               |
| 1.0 Natural  | 1.1 Position | a) Oral         | • Local and extended           | 1. Drawing, colouring and     |
| and Build    | and Size of  | Questions       | environment                    | displaying the map of         |
| Environments | Countries    | b) Teacher-made | Real objects                   | Eastern Africa in class.      |
| In Eastern   | in Eastern   | tests           | • Maps                         | 2. Playing games in groups    |
| Africa       | Africa       | c) Observation  | • Photographs, pictures and    | on position and sizes of      |
|              |              | d) Project Work | paintings                      | countries in Eastern          |
|              |              | e) Checklist    | • Flash cards and posters      | Africa.                       |
|              |              | Questionnaire   | Internet sources               | 3. Drawing latitudes and      |
|              |              |                 | • Vetted digital resources,    | longitudes on a sketch        |
|              |              |                 | educational computer games     | map of Eastern Africa.        |
|              |              |                 | • Approved textbooks and other | 4. Practising locating places |
|              |              |                 | printed resources              | on a map using latitudes      |
|              |              |                 | Charts Display boards          | and longitudes using          |
|              |              |                 |                                | appropriate media.            |

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

| 1.2 Main       | a) Oral          | Local and extended                         | 1. Drawing a map  |
|----------------|------------------|--|-------------------|
| physical       | Questions        | environment                                | of Eastern        |
| features in    | b) Teacher-made  | Real objects                               | Africa and        |
| Eastern Africa | tests            | • Maps                                     | locating the      |
|                | c) Observation   | • Photographs, pictures and                | main physical     |
|                | d) Project Work  | paintings                                  | features and      |
|                | g) Checklist     | Flash cards and                            | display in class. |
|                | h) Questionnaire | posters                                    | 2. Exploring and  |
|                | e) Journaling    | Internet sources                           | identifying       |
|                |                  | • Vetted digital resources,                | the physical      |
|                |                  | educational computer games                 | features          |
|                |                  | <ul> <li>Approved textbooks and</li> </ul> | within the        |
|                |                  | other printed resources                    | locality.         |
|                |                  | Display boards                             |                   |

| 1.3 Climatic   | a) Oral         | Local and extended             | 1. Model a map     |
|----------------|-----------------|--------------------------------|--------------------|
| regions in     | Questions       | environment                    | of Eastern         |
| Eastern Africa | b) Teacher-made | Real objects                   | Africa             |
|                | tests           | • Maps                         | showing the        |
|                | c) Observation  | • Photographs, pictures and    | main               |
|                | d) Project Work | paintings                      | climatic           |
|                | e) e) Anecdotal | • Flash cards and posters      | regions.           |
|                | records         | Internet sources               | 2. Use appropriate |
|                | · · · · ·       | • Vetted digital resources,    | media to           |
|                |                 | educational computer games     | find out how       |
|                |                 | • Approved textbooks and other | climate            |
|                |                 | printed resources              | influence          |
|                |                 | • Globes                       | human              |
|                |                 | Display boards                 | activities         |
|                |                 |                                | and share in       |
|                |                 |                                | class.             |

| 1.4        | a) Oral         | • Local and extended environment      | 1. Draw and display in class |
|------------|-----------------|---------------------------------------|------------------------------|
| Vegetation | Questions       | Real objects                          | a map indicating the main    |
| in Eastern | b) Teacher-made | • Maps                                | types of vegetation in       |
| Africa     | tests           | • Photographs, pictures and paintings | Eastern Africa.              |
|            | c) Observation  | • Flash cards and posters             | 2. Illustrate mountain       |
|            | d) Project Work | • Internet sources                    | vegetation using a           |
|            |                 | • Vetted digital resources,           | diagram.                     |
|            |                 | educational                           | 3. Plan and write down in    |
|            |                 | computer games                        | groups how they will         |
|            |                 | • Approved textbooks and other        | conserve                     |
|            |                 | printed resources                     | vegetation within the        |
|            |                 | Display boards                        | school compound.             |
|            |                 | Charts                                | 4. Plant and care for        |
|            |                 |                                       | vegetation at school.        |

| r           | 1               |   | 1                          |
|-------------|-----------------|---|----------------------------|
| 2 The Built | a) Oral         | <ul> <li>Local and extended environment</li> </ul>  | 1. Visit a nearby historic |
| nvironments | Questions       | Maps  | built environment to       |
|             | b) Teacher-made | • Photographs, pictures and                         | learn about the past and   |
|             | tests           | paintings   | write a report.            |
|             | c) Observation  | • Flash cards and posters                           | 2. Create and recite       |
|             | d) Project Work | <ul> <li>TV/video/films/slides/ Internet</li> </ul> | poems on the               |
|             |                 | sources   | importance of              |
|             |                 | • Vetted digital resources,                         | historic built             |
|             |                 | educational computer games                          | environments in            |
|             |                 | <ul> <li>Approved textbooks and other</li> </ul>    | Eastern Africa.            |
|             |                 | printed resources                                   | 3. Engage with a           |
|             |                 | <ul> <li>Worksheets, Activity sheets</li> </ul>     | resource person to         |
|             |                 | Resource persons                                    | learn about the            |
|             |                 | Artefacts   | importance of historic     |
|             |                 | • Museum, Monuments, Cultural and                   | built environments in      |
|             |                 | historical sites                                    | Eastern Africa.            |
|             |                 | Newspaper cuttings                                  | 4. Collect artefacts and   |
|             |                 | <ul> <li>Magazines/journals</li> </ul>              | create a cultural corner   |
|             |                 | Libraries   | in school.                 |
|             |                 | Display boards                                      |                            |

| 2.0 People,<br>Population<br>and Social<br>Organizations | Language<br>groups in<br>Eastern<br>Africa | <ul> <li>a) Oral<br/>Questions</li> <li>b) Teacher-<br/>made tests</li> <li>c) Observation</li> </ul> | <ul> <li>Local and extended<br/>environment</li> <li>Maps</li> <li>Photographs, pictures and<br/>paintings</li> <li>TV/video/films/slides/<br/>Internet sources</li> <li>Live radio broadcasts</li> <li>Vetted digital resources,<br/>educational computer<br/>games</li> <li>Approved textbooks and<br/>other printed resources</li> <li>Worksheets, Activity</li> </ul> | 1.<br>2.<br>3.<br>4. | myths of origin, movement and<br>settlement of different language<br>groups.<br>Do library research and write<br>down the<br>communities in Eastern Africa<br>according to selected language<br>groups.<br>Use digital devices to establish<br>reasons for migration of selected<br>language groups into Eastern<br>Africa.<br>Develop |
|--|--|---|---|----------------------|--|
|  |  |   | -   | 4.<br>5.             | Develop<br>communication messages on<br>importance of unity among<br>language groups.  |

| Population<br>distribution in<br>Eastern Africa | <ul> <li>a) Oral<br/>Questions</li> <li>b) Teacher-made<br/>tests</li> <li>c) Observation</li> </ul>   | <ul> <li>Local and extended<br/>environment</li> <li>Photographs, pictures<br/>and paintings</li> <li>Vetted digital resources,<br/>educational computer<br/>games</li> <li>Approved textbooks<br/>and other printed<br/>resources</li> <li>Resource persons</li> <li>Newspaper cuttings</li> <li>Libraries Display<br/>boards</li> </ul> | <ol> <li>Draw a map of Eastern<br/>Africa in pairs, and<br/>locate areas of high and<br/>low population density.</li> <li>Create a poem on<br/>population<br/>distribution in<br/>Eastern Africa.</li> <li>Share with parents<br/>/guardians the effects of<br/>high population density<br/>in Eastern Africa.</li> </ol> |
|---|--|---|---|
| Culture and<br>social<br>organization           | <ul> <li>a) Oral<br/>Questions</li> <li>b) Teacher-made<br/>tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Profiling</li> <li>f) Journaling</li> <li>g) Anecdotal<br/>Records</li> </ul> | <ul> <li>Local and extended<br/>environment</li> <li>Photographs, pictures<br/>and paintings</li> <li>Flash cards and<br/>posters</li> <li>TV/video/films/slides/<br/>Internet sources</li> <li>Live radio broadcasts</li> </ul>  | <ol> <li>Develop posters on<br/>aspects of African<br/>traditional culture that<br/>ought to be preserved.</li> <li>Sing songs on aspects<br/>of African traditional<br/>culture that ought to be<br/>preserved.</li> </ol>   |

| h) Checklist<br>i) Portfolio  | <ul> <li>Vetted digital resources,<br/>educational computer<br/>games</li> <li>Approved textbooks and<br/>other</li> <li>printed resources</li> <li>Resource persons</li> <li>Artefacts</li> <li>Museum, Monuments,<br/>Cultural and historical<br/>sites</li> <li>Newspaper cuttings</li> <li>Magazines/journals</li> <li>Libraries</li> </ul> | 3. Share with<br>parents/guardians on<br>aspects of African<br>traditional culture<br>that ought to be<br>preserved.  |
|---|---|---|
| School<br>Communitya)Oral<br>Questionsb)Teacher-made<br>testsc)Observation<br>d)d)Project Work<br>e)e)Profiling<br>f)Journaling<br>g)Checklist<br>h)h)Portfolio | <ul><li>and paintings</li><li>Vetted digital resources,</li></ul>   | <ol> <li>Sing songs on the<br/>benefits of<br/>collaboration<br/>between school and<br/>the community.</li> <li>Suggest and carry<br/>out a project in<br/>collaboration with<br/>the community to<br/>support<br/>community</li> </ol> |

| Resource persons   | service learning.      |
|--------------------|------------------------|
| Newspaper cuttings | 3. Role-play ways in   |
| Magazines/journals | which school           |
| Libraries          | collaborates with      |
| • Libraries        | the community          |
| Display boards     | their choice within    |
|                    | the school             |
|                    | 5. Find information on |
|                    | beef farming using     |
|                    | digital devices        |
|                    | 6. Engage a resource   |
|                    | person to learn more   |
|                    | about fishing as an    |
|                    | enterprise             |

| Tourism in     | /                                     | Maps                        | 1. Develop charts on |
|----------------|---------------------------------------|-----------------------------|----------------------|
| Tourism in     | Questions                             | Photographs and             | challenges and       |
| Eastern Africa | b) Teacher-made                       | pictures                    | solutions            |
|                | tests                                 | • Flash cards and           | associated with      |
|                | c) Checklist                          | posters                     | tourism              |
|                | d) Portfolio.                         | • Vetted digital resources, | 2. Write essays on   |
|                |                                       | educational computer games  | ways of              |
|                |                                       | • Approved textbooks and    | promoting            |
|                | · · · · · · · · · · · · · · · · · · · | other printed resources     | tourism in           |
|                |                                       | Resource persons            | Eastern Africa       |
|                |                                       | Newspaper cuttings          | 3. Visit a nearby    |
|                |                                       | • Libraries                 | tourist attraction   |
|                |                                       | • Display boards            | site and write a     |
|                |                                       |                             | report               |

| 3.5 Transport in | a) Oral Questions                     | • Local and extended        | 1. Develop posters on |
|------------------|---------------------------------------|-----------------------------|-----------------------|
| Eastern Africa   | b) Teacher-made                       | environment                 | benefits of improved  |
|                  | c) tests                              | Maps                        | transport             |
|                  | d) Observation                        | • Flash cards and           | 2. network and        |
|                  |                                       | posters                     | display them in       |
|                  |                                       | • TV/video/films/slides/    | school                |
|                  |                                       | Internet sources            | 3. Draw a map of      |
|                  |                                       | • Vetted digital resources, | Eastern Africa and    |
|                  | · · · · · · · · · · · · · · · · · · · | educational computer games  | indicate the main     |
|                  |                                       | • Approved textbooks and    | transport networks    |
|                  |                                       | other printed resources     |                       |
|                  |                                       | Newspaper cuttings          |                       |
|                  |                                       | Libraries                   |                       |

| 3.6               | a) Oral         | • Real objects           | 1. Find out challenges |
|-------------------|-----------------|--------------------------|------------------------|
|                   | /               | 5                        | e                      |
| Communication     | Questions       | Maps                     | facing communication   |
| in Eastern Africa | b) Teacher-made | • Flash cards and        | networks in Eastern    |
|                   | tests           | posters                  | Africa using digital   |
|                   | c) Observation  | • TV/video/films/slides/ | resources/appropriate  |
|                   | d) Project Work | Internet sources         | media and write a      |
|                   | e) Checklist    | • Live radio broadcasts  | report                 |
|                   | d) Portfolio    | Vetted digital           | 2. Create posters on   |
|                   | · · · · · ·     | resources, educational   | means of               |
|                   |                 | computer games           | communication used     |
|                   |                 | Approved textbooks       | in Eastern Africa      |
|                   |                 | and other printed        |                        |
|                   |                 | resources                |                        |
|                   |                 | • Worksheets, Activity   |                        |
|                   |                 | sheets                   |                        |
|                   |                 |                          |                        |
|                   |                 | Resource persons         |                        |
|                   |                 | Newspaper cuttings       |                        |

|                | ining in a)<br>rn Africa b)<br>c)                | tests     | <ul> <li>Maps</li> <li>Photographs and pictures</li> <li>Realia</li> <li>Flash cards and posters</li> <li>Vetted digital resources, educational computer games</li> <li>Approved textbooks and other printed resources</li> <li>Resource persons</li> </ul> | <ol> <li>Illustrate using<br/>diagrams, photos and<br/>pictures, how<br/>selected minerals are<br/>mined in Eastern<br/>Africa</li> <li>Write an essay on the<br/>effects of mining on<br/>the environment</li> </ol> |
|----------------|--|-----------|---|---|
| forms<br>Gover | raditional f)<br>of<br>rnment in g)<br>rn Africa | Questions | <ul> <li>Photographs , pictures<br/>and paintings</li> <li>TV/video/films/slides/<br/>Internet sources</li> </ul>   | 1. Find out from your<br>parent/guardian or<br>elders how   |

| <ul><li>h) Observation</li><li>i) Project Work</li><li>j) Checklist</li><li>k) Portfolio</li></ul> | <ul> <li>Live radio broadcasts</li> <li>Vetted digital resources,<br/>educational computer games</li> <li>Approved textbooks and<br/>other printed resources</li> <li>Resource persons</li> <li>Libraries</li> <li>Museums, monuments and<br/>cultural centres</li> </ul> | 2. | communities<br>were ruled in the<br>past<br>Illustrate the<br>governance<br>structure among<br>the selected<br>traditional forms<br>of government<br>using a chart and<br>display |
|--|---|----|---|
|  |   | 3. | Role-play a<br>parliamentary<br>session among<br>the Buganda<br>(the<br>Lukiiko)  |

| 4.2 Regional<br>co-operations in<br>Eastern Africa | <ul> <li>a) Oral<br/>Questions</li> <li>b) Teacher-made<br/>tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Journaling</li> </ul> | <ul> <li>Maps</li> <li>Flash cards and posters</li> <li>TV/video/films/slides/ Internet sources</li> <li>Live radio broadcasts</li> <li>Vetted digital resources, educational computer games Approved textbooks and other printed resources</li> <li>Worksheets, Activity sheets</li> <li>Resource persons</li> <li>Neuroperent systemes</li> </ul> | <ol> <li>Model a map<br/>showing member<br/>states of East<br/>African Community</li> <li>Create<br/>communication<br/>messages on the<br/>benefits of East<br/>African Community</li> <li>to member states<br/>and post them in<br/>strategic points in</li> </ol> |
|--|--|---|---|
|  |  |   |   |

| 4.3 Citizenship | a) Oral<br>Questions<br>b) Teacher made  | <ul> <li>Photographs, pictures<br/>and paintings</li> <li>Elash cards and</li> </ul>  | 1. Suggesting and<br>sharing with  |
|-----------------|--|---|--|
|                 | <ul> <li>b) Teacher-made tests</li> <li>c) Observation</li> <li>d) Project Work</li> <li>e) Portfolio</li> </ul> | <ul> <li>Flash cards and posters</li> <li>TV/video/films/slides/<br/>Internet sources</li> <li>Live radio broadcasts</li> <li>Vetted digital resources, educational computer games</li> <li>Approved textbooks and other printed resources</li> </ul> | <ul> <li>community leaders<br/>messages on<br/>sustainable peace in<br/>the community</li> <li>2. Develop posters on<br/>values of a good citizen<br/>and post them in<br/>strategic positions in<br/>school</li> <li>3. Find out from<br/>parents/guardians or</li> </ul> |
|                 |  | <ul> <li>Resource persons</li> <li>Newspaper cuttings</li> <li>Magazines/journals</li> <li>Libraries</li> <li>Display boards</li> </ul>   | elders on ways of<br>promoting patriotism<br>as Kenyan citizens  |

| 4.4 Governance | a) Oral         | • Local and extended                          | 1  | Develop a postar op   |
|----------------|-----------------|---|----|-----------------------|
|                | /               |   | 1. | Develop a poster on   |
| in Kenya       | Questions       | environment                                   |    | voting steps in Kenya |
|                | b) Teacher-made | <ul> <li>Photographs, pictures and</li> </ul> |    | and display in school |
|                | tests           | paintings                                     | 2. | Create awareness in   |
|                | c) Observation  | • Flash cards and                             |    | the community on      |
|                | d) Project Work | posters                                       |    | the importance of     |
|                |                 | • TV/video/films/slides/                      |    | paying taxes to the   |
|                |                 | Internet sources                              |    | government            |
|                |                 | • Live radio broadcasts                       | 3. | Engage a resource     |
|                |                 | • Vetted digital resources,                   |    | person on ways in     |
|                |                 | educational computer games                    |    | which human rights    |
|                |                 | • Approved textbooks and                      |    | are violated in       |
|                |                 | other printed resources                       |    | society               |
|                |                 | Resource persons                              | 4. | Create songs on       |
|                |                 | • Newspaper cuttings                          |    | peace                 |
|                |                 | • Magazines/journals                          | 5. | Design posters on     |
|                |                 | Libraries                                     |    | ways of promoting     |
|                |                 | • Display boards                              |    | peace in Eastern      |
|                |                 | r of the Lo                                   |    | Africa                |