KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 8

TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

2. **Promote the social, economic, technological and industrial needs for national development.**
    Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
    a) **Social Needs**
        Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.
    b) **Economic Needs**
        Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
    c) **Technological and Industrial Needs**
        Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

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

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

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

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		**40 +1**

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Social Studies is an integrated subject that includes aspects of History, Geography, Citizenship and Life Skills Education. The main theme of Social Studies is "Living Together". It enables the learner to be aware and be concerned about the welfare of others, protect the environment and be active at community, national, regional, and global levels. The Learning Area aims at providing the learner with knowledge, skills, values and attitudes necessary for good character formation to enable them to live harmoniously and in society. It equips the learner with psychosocial competencies that enables the learner to deal effectively with the demands and challenges of everyday life.

Social Studies is anchored on the tenets of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Goals of Education, and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with the Africa Agenda 2063 and the Strategic Objective 10 of the Continental Education Strategy for Africa (2016-2025), that envisions "an integrated, prosperous and peaceful Africa". In addition, Social Studies addresses the 2017 African Union (AU) Ministers of Education decision to integrate general history of Africa in school curricula and aspirations of SDG 4: Target 7 and Goal16. It is also anchored on the National Education Sector Strategic Plan (2018-2022), which builds on the successes and

challenges of previous sectoral plans, champions a value-based education system and the need to transmit life skills, principles and values for personal, social and economic development.

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

SUBJECT GENERAL LEARNING OUTCOMES
By the end of Junior School, the learner should be able to:
1) Demonstrate an understanding of historical concepts, historical sources and evidence for the development of identity and a sense of belonging.
2) Develop psychosocial competencies to navigate through challenges in day-to-day life.
3) Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.
4) Develop and apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
5) Understand the value of conservation and management of environments and their influence on human activities and use for sustainable development.
6) Contribute to the management of pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
7) Develop and apply social research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand
1.0	People, Population and Relationships	Scientific Theory about Human Origin
		Early Civilisation
		Trans Saharan Slave Trade
		Population Growth in Africa
		Diversity, inclusion and interpersonal skills
		Peace and Non- violent Conflict Resolution in the Family
2.0	Community Service-Learning Project	Community Service-Learning Project
3.0	Natural and Historic Built Environments	Map Reading and Interpretation
		Weather and Climate
		Vegetation in Africa
		Historical sites and monuments in Africa
4.0	Political Developments and Governance	The Constitution of Kenya
		Human Rights
		Citizenship

STRAND 1.0: PEOPLE, POPULATION AND RELATIONSHIPS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.1 Scientific Theory about Human Origin** (6 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore the scientific theory about human origin, b) illustrate changes that took place in humans as a result of evolution, c) draw conclusions on common understanding of origin of humanity based on the scientific theory, d) develop a sense of humanity based on common origin.	Learner is guided to: ● enhance the skill of teamwork as they discuss in groups how scientific theory is used to explain human origin and present, ● draw a map of Africa and locate where prehistoric human remains were discovered, ● draw charts showing the different stages of human evolution and share in class, ● use digital technology to find out the places where early human remains were discovered in Africa, ● accommodate each other's ideas as they brainstorm in groups on the differences between various species of early humans and when they existed and share, ● engage with a resource person to discuss the preservation of remains of	Why is Africa considered as the cradle of humanity?

| | | | early humans and take notes, carry out library research on changes that took place in humans as a result of evolution and draw an evolutionary tree and display, work together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self identity, engage in assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity. | |

Core Competencies to be developed:
- Communication and Collaboration: Learners enhance the skill of teamwork during group discussion on how scientific theory is used to explain human origin.
- Digital Literacy**:** Learners use digital technology to find out the places where early human remains were discovered in Africa.

Values:
- Respect: Learners accommodate each other's ideas as they brainstorm in groups on the differences between various species of early humans and when they existed.
- Responsibility: Learners are engaged in the assigned roles and duties as they debate on the scientific theory of human origin and Africa as the cradle of humanity.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners work together harmoniously in groups to discuss reasons why Africa is considered as the cradle for humanity and how they influence self identity.

Link to other Subjects:
- Learners apply speaking and listening skills as they brainstorm in groups on the differences between various species of early humans and where their remains were discovered.
- Learners use creative skills as they draw charts showing the different stages of human evolution.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.2 Early Civilisation** (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) describe the Swahili civilisation along the East African coast, b) show how the best practices from early civilisations have contributed to the modern world, c) appreciate the best practices of early civilization to the development of the modern world.	Learner is guided to: ● use digital technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast (*Asia, Europe*), ● accommodate divergent opinions in groups as they discuss on the origin of early visitors to the East African Coast up to 1500, ● exhibit culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states, ● reflect on their own role play the best practices from early civilisations to the development of the modern world.	Why is cultural heritage important to society?

Core Competencies to be developed:
● Digital Literacy: Learners use digital technology to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast.

4

● Learning to Learn**:** Learners reflect on their own during role-play the best practices from early civilisations to the development of the modern world.
Values: ● Respect: Learners accommodate divergent opinions during group discussion on the origin of the early visitors in the East African Coast. ● Patriotism: Learners exhibit culture awareness as they brainstorm on the Swahili civilisation along the East African coast and discuss factors that led to the growth of East African city states.
Pertinent and Contemporary Issues (PCIs): Cultural Awareness: Learners work together in brainstorming on the origin of early visitors to the East African Coast up to 1500.
Link to other Subjects: Learners use speaking and listening skills during group discussion on the origin of the early visitors in the East African Coast.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.3 Trans Saharan Slave Trade** (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors that led to development of Trans-Saharan slave Trade in Africa, b) describe the organization of Trans-Saharan slave trade in Africa, c) outline the effects of Trans-Saharan slave trade in Africa, d) participate in promotion of social justice in the society, e) desire to promote social justice in a society.	Learner is guided to: ● look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa ● utilise digital technology to effectively accomplish own tasks as they use digital or print resources to research on the organization of Trans-Saharan slave trade in Africa, ● appreciates diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa, ● take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.	Why do people subject others to slave trade?
Core Competencies to be developed: ● Digital Literacy: Learners utilise digital technology to effectively accomplish own tasks as they use digital or print				

| resources to research on the organization of Trans-Saharan slave trade in Africa, |
| ● Creativity and Imagination: Learners look at a problem in a new or different way as they debate on factors that led to development of Trans-Saharan slave trade in Africa |

Values:
- Respect: Learners appreciate diverse opinions as they work together and discuss the effects of Trans-Saharan slave trade in Africa,
- Unity: Learners take turns in activities and conversation as they draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

Pertinent and Contemporary Issues(PCIs):

Social cohesion: Learners work together amicably as they debate on factors that led to development of Trans-Saharan slave trade in Africa

Link to other subjects:

Learners develop creative skills as the draw a map of Africa and locate regions where slaves were sourced during the Trans-Saharan slave trade.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.4 Population Growth in Africa** (6 lessons)	By the end of the Sub Strand, the learner should be able to; a) explore causes and effects of population growth in Africa, b) examine types and effects of migration in Africa, c) illustrate demographic trends in Kenya, d) create awareness on the effects of population growth in the community, e) appreciate the impact of migration on population growth in Africa.	Learner is guided to: ● exhibit respect for others as they brainstorm in groups causes of population growth in Africa, ● use digital and print resources to research on the effects of population growth in Africa, ● develop self-confidence as they draw demographic trends in Kenya using recent census data, ● brainstorm in groups on types of migration, ● exchange new ideas as they research on the factors that influence migration in Africa and share in class, ● exhibit team spirit as they develop posters to create awareness of the effect of population growth in the community, ● design charts on ways of coping with stress due to population growth	Why is it important to study demographic changes?

			- and migrations, - discuss ways of managing stress resulting from the effects of rapid population growth.	

Core Competencies to be developed:
- Self-Efficacy: Learners develop self-confidence during illustration of demographic trends in Kenya and display in the classroom.
- Creativity and Imagination: Learners exchange new ideas during research on the factors that influence migration in Africa.

Values:
- Unity: Learners exhibit team spirit in developing posters to create awareness of the effects of population growth in the community.
- Love: Learners exhibit respect for others when working in groups during brainstorming on causes of population growth in Africa.

Pertinent and Contemporary Issues (PCIs):
Environmental Education: Learners demonstrate knowledge on prevention of Pollution as they develop posters to create awareness on effects of population growth in the community.

Link to other Subjects:
Learners apply calculating skills when working out demographic trends in Kenya using recent census data

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.5 Diversity, inclusion and interpersonal skills** (10 lessons)	By the end of the Sub Strand, the learner should be able to; a) explore social cultural diversities in Kenya, b) explain ways of building a healthy self-esteem in social cultural diversity and inclusion, c) describe the impact of emotions on self and others, d) managing peer pressure in a culturally diverse environment,	Learner is guided to: ● exhibit respect for fellow citizens as they discuss the social cultural diversities in Kenya, ● explore their own beliefs and those of others as they discuss personal and social cultural factors that influence social cohesion, ● use digital or print material to find out how to improve one's self-esteem and share the findings in class, ● Watch video clips on ways of handling different emotional states and share experiences, ● engage a resource person to talk about managing effects of emotions in a diversified environment, ● practice inclusivity as they they role play ways of managing peer pressure, ● develop self-confidence and values to enhance positive peer pressure as they act out skits on social cultural diversity and	How can we demonstrate respect and appreciation of Social Cultural Diversity and Inclusion?

		e) Appreciate social cultural diversities in Kenya.	inclusion, ● in groups, compose communication messages on social cultural diversities in Kenya and share in class.	

Core Competencies to be developed:
- Self-Efficacy: Learners develop self-confidence when acting out in small groups skits exhibiting values that enhance positive peer pressure.
- Citizenship: Learners explore their own beliefs and those of others as they carry out group discussion on social cultural diversity in Kenya.

Values:
- Patriotism: Learners exhibit respect for fellow citizens as they discuss socio-cultural diversities in Kenya.
- Love: Learners avoid inflicting emotional pain on others when roleplaying expressions of different emotions.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: Learners work together harmoniously when role playing to express different emotions.
- Ethnic and Racial Relation: Learners respect and acceptance of heterogeneity as they discuss personal and social cultural factors that influence social cohesion.

Link to other Subjects:
Learners exhibit values that enhance positive peer pressure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 People, Population and Relationships	**1.6 Peace and Non- violent Conflict Resolution in the Family** (10 lessons)	By the end of the Sub Strand, the learner should be able to; a) identify situations that lead to conflicts in the family, b) apply peaceful ways of resolving conflicts in the family, c) design strategies for effective communication in resolving conflicts, d) build healthy relationships to promote peace in the family, e) show empathy with survivors of conflicts in the family,	Learner is guided to: ● speak clearly as they discuss and present situations that may lead to conflicts in a family, ● work together harmoniously as they role play peace building scenarios in class (negotiation, *mediation, arbitration*), ● resolve differences amicably as they discuss the experiences from the role play scenarios, ● create posters with strategies to enhance for effective communication in resolving conflicts, ● undertake group activities and exchange new ideas as they role play a scenario in the family where empathy is shown, ● use digital or print resources to research ways of building healthy relationships, ● reflect on past empathetic moments, journal in their books and share. ● display team spirit as they work in groups to compose poems on the	How can resolving conflicts help us live peacefully in the community?

		f) appreciate the culture of peace in a society.	importance of peace in the family and present in class.	

Values:
- Peace: Learners resolve differences amicably when role-playing peace-building scenarios.
- Unity: Learners display team spirit as they work in groups to compose poems on the importance of peace in the family and present in class.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: Learners work together harmoniously when role-playing peace-building scenarios.

Link to other Subjects:
Learners apply language skills when discussing and presenting on situations that may lead to conflicts.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity in depth.	Explores the scientific theory about human origin on formation of personal identity.	Explores the scientific theory about human origin on formation of personal identity leaving out some details..	Explores the scientific theory about human origin on formation of personal identity leaving out many details..

Ability to identify situations that may lead to conflicts in family.	Identifies situations that may lead to conflicts in the family and elaborates.	Identifies situations that may lead to conflicts in the family.	Partly identifies situations that may lead to conflicts in the family.	identifies situations that may lead to conflicts in the family with prompts
Ability to describe peaceful ways of resolving conflicts in the family.	Describes peaceful ways of resolving conflicts in the family Using relevant examples.	Describes peaceful ways of resolving conflicts in the family.	Partly describes peaceful ways of resolving conflicts in the family.	Describes peaceful ways of resolving conflicts in the family with prompts.
Ability to describe the Swahili civilisation along the East African coast.	Describe the Swahili civilisation along the East African coast with concrete examples.	Describes the Swahili civilisation along the East African coast.	Describes partly the Swahili civilisation along the East African coast.	Describe the Swahili civilisation along the East African coast with prompts.
Ability to describe the organization of Trans-Saharan slave trade in Africa.	Describes the organization of Trans-Saharan slave trade in Africa in details.	Describes the organization of Trans-Saharan slave trade in Africa.	Describes the organization of Trans-Saharan slave trade in Africa omitting minor details.	Describes the organization of Trans-Saharan slave trade in Africa omitting minor details.
Ability to outline effects of Trans-Saharan slave trade in Africa.	Outlines effects of Trans-Saharan slave trade in Africa providing many relevant examples.	Outlines effects of Trans-Saharan slave trade in Africa.	outlines some effects of Trans-Saharan slave trade in Africa providing a few relevant examples.	Outlines some effects of Trans-Saharan slave trade in Africa providing new relevant examples.
Ability to examine types and effects of migration in Africa.	Examines types and effects of migration in Africa with examples.	Examines types and effects of migration in Africa.	Examines partly types and effects of migration in Africa.	Examines types and effects of migration in Africa with prompts.

Ability to explain ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion with examples.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains some ways of building a healthy self-esteem in social cultural diversity and inclusion.	Explains ways of building a healthy self-esteem in social cultural diversity and inclusion with prompts.
Ability to describe the impact of emotions on self and others.	Describes the impact of emotions on self and others with practical examples.	Describes the impact of emotions on self and others.	Describes moderately the impact of emotions on self and others.	Describes the impact of emotions on self and others with assistance.
Ability to identify situations that may lead to conflicts in family.	Identifies situations that may lead to conflicts in the family with concrete examples.	Identifies situations that may lead to conflicts in the family.	Identifies partly situations that may lead to conflicts in the family.	Identifies situations that may lead to conflicts in the family with support..
Ability to locate where prehistoric human remains were discovered in Africa.	Locates where prehistoric human remains were discovered in Africa with illustrations	Locates where prehistoric human remains were discovered in Africa	Locates where prehistoric human remains were discovered in Africa with some illustrations.	Locates where prehistoric human remains were discovered in Africa with no illustrations.
Ability to illustrate changes that took place in humans as a result of evolution.	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage.	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage.	Illustrates partly the changes that took place in humans as a result of evolution, showing activities they	Illustrates changes that took place in humans as a result of evolution, showing activities they undertook in each stage with cues.

			undertook in each stage.	
Ability to draw conclusions on common understanding of the origin of humanity based on scientific theory.	Draws conclusions on common understanding of origin of humanity based on the scientific theory with relevant examples.	Draws conclusions on common understanding of the origin of humanity based on scientific theory.	Draw conclusions on common understanding of the origin of humanity based on the scientific theory partially.	draw conclusions on common understanding of the origin of humanity based on the scientific theory with cues.
Ability to trace the places of origin of early visitors to the East African Coast	Traces the places of origin of early visitors to the East African Coast with many illustrations	Traces the places of origin of early visitors to the East African Coast	Traces the places of origin of early visitors to the East African Coast with a few illustrations.	Traces the places of origin of early visitors to the East African Coast with no illustrations.
Ability to show how the best practices from early civilisations have contributed to the modern world.	Shows how the best practices from early civilisations have contributed to the modern world with concrete examples.	Shows how the best practices from early civilisations have contributed to the modern world.	Shows partially how the best practices from early civilisations have contributed to the modern world.	Shows how the best practices from early civilisations have contributed to the modern world with prompts.
Ability to demonstrate assertive ness to promote social justice in the society.	Demonstrates assertive ness to promote social justice in society exceptionally..	Demonstrates assertive ness to promote social justice in society.	Demonstrates assertive ness to promote social justice in society moderately .	Demonstrates assertive ness to promote social justice in society with cues.

Ability to illustrate demographic trends in Kenya.	Illustrates demographic trends in Kenya showing settlement patterns.	Illustrates demographic trends in Kenya.	Illustrates Somewhat demographic trends in Kenya.	Illustrates demographic trends in Kenya with cues.
Ability to manage peer pressure in a socially culturally diverse environment.	Manages peer pressure in a culturally diverse environment confidently.	Manages peer pressure in a culturally diverse environment.	Manages peer pressure in a culturally diverse environment moderately .	Manages peer pressure in a culturally diverse environment with cues.
Ability to apply peaceful ways of resolving conflicts in the family.	Applies peaceful ways of resolving conflicts in the family with ease.	Applies peaceful ways of resolving conflicts in the family.	Applies partly peaceful ways of resolving conflicts in the family.	Applies peaceful ways of resolving conflicts in the family with prompts.

STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Community Service Learning Project	**2.1 Community Service Learning Project** (8 lessons)	By the end of the CSL project, the learner should be able to: a) identify a problem/gap in the community, b) design a solution(s) to the identified problem c) plan to implement the solution to the identified problem, d) implement the plan for solving the identified problem, e) report/account on the concluded project, f) appreciate the need to be part of the solution to the	The learner is guided to: ● brainstorm and identify problems/gaps/opportunities in their school/community that need attention, ● speak engagingly when discussing and adapting one identified (problem/gap) for the class/group project and hence state the project title, ● authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem), ● search, discuss and agree on an appropriate solution/way/skills of addressing the identified problem and note down the recommended/ proposed solution, ● discuss and draw a plan for implementing the proposed solution,	1. How does one determine some gaps/ needs in the community? 2. Why is it necessary to make adequate preparations before embarking on a project?

18

		gaps/challenges in the community.	● implement the plan prudently to address the identified problem, ● reflect on the concluded project and submit a summary account/report to the CSL teacher.	

Core competencies to be developed:
- Communication and Collaboration: Learners speak engagingly as they discuss and work on various CSL project/activity processes.
- Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.
- Creativity and Imagination: Learners come up with creative ways of solving the identified problem in the community.
- Critical Thinking and Problem-solving: Learners identify a community need or gaps and explore possible solutions to address the gaps.
- Digital Literacy: Learners use technology as they search for solutions to the identified problem in the community.
- Learning to learn: Learners gain new knowledge and skills as they work together to address a community problem in the project.
- Citizenship: Learners choose a PCI that needs immediate attention in the community.

Values:
- Integrity: Learners choose to visit appropriate sites as they use digital devices to carry out research and also use resources in the process of planning to address the community problem.
- Respect: Learners accommodate divergent opinions of others as they discuss, search, and plan for the project in the community.
- Unity: Learners work collaboratively to carry out the CSL project.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: Learners discuss possible solutions to the identified issue in groups.

Assessment Rubric

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem/gap in the community.	Identifies a problem/gap in the community in depth.	Identifies a problem/gap in the community.	Identifies a problem/gap in the community with some detail .	identifies a problem/gap in the community with no details.
Ability to propose solution(s) to the identified problem.	Proposes solution(s) to the identified problem in varied context.	Proposes solution(s) to the identified problem.	Proposes solution(s) to the identified problem leaving out minor details .	Proposes solution(s) to the identified problem leaving out major details.
Ability to design a plan to solve the identified problem.	Designs a plan to solve the identified problem with details.	Designs a plan to solve the identified problem.	Designs a plan to solve the identified problem but leaves out minor details.	Designs a plan to solve the identified problem but leaves major details.
Ability to implement the plan for solving the identified problem.	Implements the plan for solving the identified problem and makes reviews.	Implements the plan for solving the identified problem.	Implements the plan for solving the identified problem but leaves minor steps.	Implements the plan for solving the identified problem but leaves most of the steps.
Ability to report/account on the concluded project.	Reports/accounts on the concluded project in depth.	Reports/accounts on the concluded project.	Reports/accounts on the concluded project but leaves out minor details.	Reports/accounts on the concluded project but leaves out major details.

STRAND 3.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural and Historic Built Environments	**3.1 Map Reading and Interpretation** (12 Lessons)	By the end of the Sub Strand, the learner should be able to: a) interpret maps using marginal information, b) calculate areas of places on a map using scales, c) describe the different methods of representing physical features on topographical maps, d) apply critical thinking skills in map reading and interpretation, e) appreciate the use	Learner is guided to: ● exchange new ideas when discussing in groups the marginal information on a map and present it in class, ● brainstorm on types and uses of scales (*Statement scale, linear scale, and Representative fraction scale*) and present in class, ● collaborate with others to practice scale conversions on a topographical map and critique each other's work, ● measure distances on a topographical map and share in class, ● calculate the area of different places on a topographical map and share in class, ● accomplish the task of carrying out a research on methods of representing physical features (*drainage, relief features and vegetation)* and share in class, ● draw diagrams of the relief and drainage	How can critical thinking be used in map interpretation?

			of marginal information to interpret maps. .	● features on a topographical maps, ● use digital or print resources to search for essential critical thinking skills necessary for map interpretation (observation, analysis, communication, inference).	

Core Competencies to be developed:
- Creativity and Imagination: Learners exchange new ideas when discussing in groups the marginal information on a map.
- Digital Literacy: Learners use digital devices to search for essential critical thinking skills necessary for map interpretation.

Values:
- Unity: Learners collaborate with others when practicing scale conversions on a topographical map.
- Responsibility**:** Learners accomplish the task of carry out a research on different methods of representing physical features.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: Learners work harmoniously in groups to practice scale conversions on a topographical map.

Link to other subjects:
- Learners apply drawing skills in drawing diagrams of the relief and drainage features on a topographical maps
- Learners apply calculation skills in working out the area of different places on a topographical map.

Strand	Sub Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural and Historic Built Environments	**3.2 Weather and Climate** (12 Lessons)	By the end of the Sub Strand, the learner should be able to: a) examine the factors influencing weather and climate in Africa, b) illustrate the distribution and characteristics of major climatic regions of Africa, c) explore positive ways of managing stress during disasters caused by climate change, d) apply problem solving skills in addressing effects of	Learner is guided to: ● use print or digital resources to research on the factors influencing weather and climate in Africa and share in class, ● draw a map of Africa and indicate the major climatic regions *(desert, semi-desert, tropical, mediterranean and mountain* and display it in class, ● view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa,*(desert, semi-desert, tropical, mediterranean and mountain)*and make short notes, ● discuss ways of managing stress caused during disasters caused by climate change, ● brainstorm on the causes and effects of climate change and share in class, ● become aware of own responsibility in the society as they perform a skit on problem solving skills to address effects	1. How does climate change affect human activities? 2. How can one manage stress during disasters?

		climate change on the environment, e) recognise the effects of weather and climate on human activities.	of climate change, ● find extra information as they engage with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.	

Core Competencies to be developed:
Critical Thinking and Problem Solving: Learners find extra information when engaging with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.

Values:
- Patriotism: Learners become aware of their own responsibility in the society in addressing the effects of climate change in the community.
- Responsibility: Learners engage in the task of drawing a map of Africa and indicating the climatic regions.

Pertinent and Contemporary Issues (PCIs):
- Disaster and risk reduction: Learners brainstorm in groups on the causes and effects of climate change and share in class.
- Environmental Education: Learners become aware of the effects of climate change as they perform a skit on problem solving skills to address effects of climate change.

Link to other subjects:
- Learners apply skills in Agriculture when brainstorming in groups on the causes and effects of climate change on human activities.
- Learners apply drawing skills in drawing a map of Africa and indicating the climatic regions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural and Historic Built Environments	**3.3 Vegetation in Africa** (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain factors influencing vegetation distribution in Africa, b) describe the characteristics of major vegetation regions of Africa on the map, c) locate the major vegetation regions of Africa, d) apply methods of conserving vegetation in the community, e) explore personality interest on conservation of vegetation for career choice,	Learner is guided to: ● brainstorm in groups factors influencing vegetation in Africa and do a presentation in class, ● carry out a field excursion of the immediate environment and identify the different types of vegetation, ● use digital or print resources to find out the vegetation regions in Africa, ● use digital or print resources to identify the characteristics of vegetation in Africa, ● draw the map of Africa and indicate the vegetation regions, ● caring for the environment when creating posters on methods of conserving vegetation in the locality, ● write essays on ways of caring for vegetation in the school community,	Why should we care for vegetation in our environment?

			f) appreciate vegetation conservation within the environment.	● speak clearly as they debate on the importance of vegetation in the community and make short notes, ● Reflect and share on their personal interest in professions associated with vegetation conservation.	

Core Competencies to be developed:
- Communication and Collaboration: Learners speak clearly during debate on importance of vegetation in the community.
- Citizenship: Learners enhance skills of caring for the environment when creating posters on methods of conserving vegetation in the locality.
- Digital Literacy: Learners use digital devices to accomplish the task of finding out the vegetation regions in Africa

Values:
- Unity: Learners display team spirit when carrying out a field excursion of the immediate environment and identify the different types of vegetation.
- Responsibility: Learners accomplish the task of finding out the vegetation regions in Africa.

Pertinent and Contemporary Issues (PCIs):
Environmental Education: Learners participate in debating on the importance of vegetation in the community.

Link to other subjects:
- Learners apply methods of conserving vegetation in the locality.
- Learners identify the different types of vegetation during field excursions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural and Historic Built Environments	**3.4 Historical Sites and Monuments in Africa** (10 Lessons)	By the end of the Sub Strand, the learner should be able to: a) locate selected historical sites and monuments in Africa, b) examine the importance of historical sites and monuments for the preservation of cultural heritage, c) explore ways of conserving historical sites and monuments in Africa, d) apply strategies of overcoming challenges to creative thinking in conserving cultural heritage, e) value conservation	Learner is guided to: ● use digital or print resources to trace selected historical sites and monuments in Africa *(Fort Jesus, Kilwa, Great Zimbabwe, Giza pyramids, Meroe, Timbuktu, and Robben Island)* and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class, ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in Africa and share in class, ● work harmoniously in groups, and use digital or print resources to find out ways of conserving historical sites and monuments and present them in class, ● discuss ways of applying creative thinking in preserving cultural heritage ● demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming	Why should we conserve historical sites and monuments?

27

		of historical sites and monuments in the locality in promoting cultural heritage.	challenges in creative thinking preserving cultural heritage and share, ● display national pride as they collect pictures and photographs and create an album of historical sites and monuments and display them in class.	

Core Competencies to be developed:
● Creativity and Imagination: Learners exchange new ideas when applying creative thinking strategies   to overcome challenges in conserving cultural heritage.
● Citizenship: Learners develop the skill of constructive dialogue when brainstorming in groups on the importance of historical sites and monuments in Africa.

Values:
● Unity: Learners display team spirit when brainstorming in groups on the importance of historical sites and monuments in Africa and share in class.
● Patriotism: Learners demonstrate love for their own community by preserving cultural heritage.

Pertinent and Contemporary Issues (PCIs):
● Nationalism: Learners display national pride when finding out ways of conserving historical sites and monuments.
● Social cohesion: Learners work harmoniously as they use digital or print resources to find out ways of conserving historical sites and monuments and present them in class.

Link to other subjects:
Learners apply drawing skills when drawing a map of Africa and trace the selected historical sites and monuments.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the factors influencing weather and climate in Africa.	Examines the factors influencing weather and climate in Africa with many relevant examples.	Examines the factors influencing weather and climate in Africa.	Examines factors influencing weather and climate in Africa with some relevant examples.	Examines factors influencing weather and climate in Africa with no relevant examples.
Ability to explain factors influencing Vegetation distribution in Africa.	Explains the factors influencing vegetation distribution in Africa providing details.	Explains the factors influencing vegetation distribution in Africa.	Explains some of the factors influencing vegetation distribution in Africa providing some details.	Explains some of the factors influencing vegetation distribution in Africa providing no details.
Ability to examine the importance of historical sites and monuments for the preservation of cultural heritage.	Examines the importance of historical sites and monuments for the preservation of cultural heritage with numerous relevant examples.	Examines the importance of historical sites and monuments for the preservation of cultural heritage.	Examines the importance of historical sites and monuments for the preservation of cultural heritage with a few relevant examples.	Examines the importance of historical sites and monuments for the preservation of cultural heritage with no relevant examples.
Ability to explore positive ways of managing stress during	Explores positive ways of managing stress during disasters	Explores positive ways of managing stress during disasters	Explores some positive ways of managing stress during	Explores some positive ways of managing stress

disasters caused by climate change.	caused by climate change in depth.	caused by climate change.	disasters caused by climate change leaving out a few relevant details.	during disasters caused by climate change leaving out many relevant details.
Ability to interpret maps using marginal information.	Interprets maps using marginal information in depth.	Interprets maps using marginal information.	Interprets maps using marginal information partly leaving out some details.	Interprets maps using marginal information with no details.
Ability to calculate areas of places on a map using scales.	Calculates areas of places on a map using scales and provides labels of the scales.	Calculates areas of places on a map using scales.	Calculates areas of places on a map using scales and provides a few labels of the scales.	Calculates areas of places on a map using scales provides no labels of the scales.
Ability to describe the different methods of representing physical features on topographic maps.	describe the different methods of representing physical features on topographic maps. with many relevant examples.	describe the different methods of representing physical features on topographic maps.	describe the different methods of representing physical features on topographic maps with a few relevant examples.	describe the different methods of representing physical features on topographic maps. with no relevant examples.
Ability to illustrate the distribution and characteristics of climatic regions of Africa.	Illustrates the distribution of climate change in the environment and characteristics of major	Illustrates the distribution and major characteristics of climatic regions of Africa.	Illustrates the distribution and characteristics of major climatic regions of	Illustrates the distribution and characteristics of climatic regions of

	climatic regions of Africa in depth.		Africa with minor irrelevant details.	Africa with major irrelevant details.
Ability to locate selected historical sites and monuments in Africa.	Locates the selected historical sites and monuments in Africa giving detailed descriptions.	Locates the selected historical sites and monuments in Africa.	Locates some selected historical sites and monuments in Africa giving a few detailed descriptions.	Locates some selected historical sites and monuments in Africa with no detailed descriptions.

STRAND 4.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Developments and Governance	**4.1 The Constitution of Kenya** (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explore the components of the Constitution of Kenya, b) illustrate the roles of the three arms of government of Kenya in reference to the relevant chapters in the Constitution, c) examine the guiding principles of leadership and integrity in the Constitution of Kenya, d) apply assertiveness in the principles of leadership and integrity in daily interactions, e) exhibit good leadership intended in chapter six of the Constitution of	Learner is guided to: ● in groups discuss the components of the Constitution of Kenya, ● work harmoniously in groups to create charts showing the three arms of government, their roles and interrelationships, and display them, ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya, ● reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions, ● develop critical and constructive dialogue as they debate on	1. Why do we need a constitution? 2. Why is assertiveness important in adhering to the Constitution of Kenya ?

			whether or not leaders in Kenya adhere to their constitutional responsibilities.	
		Kenya.		

Core Competencies to be developed:
Citizenship: Learners develop critical and constructive dialogue when debating on whether or not leaders in Kenya adhere to their constitutional responsibilities.

Values:
● Integrity: Learners choose to do the right thing by applying assertiveness in upholding principles of leadership and integrity in daily interactions.
● Unity: Learners display team spirit when brainstorming in groups on the guiding principles of leadership and integrity in the Constitution of Kenya.

Pertinent and Contemporary Issues (PCIs):
● Good governance: Learners brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya.
● Social cohesion: Learners work harmoniously when creating charts in groups showing the three arms of government, their roles and interrelationships.

Link to other subjects:
● Learners apply speaking and listening skills when debating on whether or not leaders in Kenya adhere to their Constitutional responsibilities.
● Learners apply drawing skills as they create charts showing the three arms of government, their roles and interrelationships.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Developments and Governance	**4.2 Human Rights** (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explore how human rights can be respected and protected in the community, b) describe the process of effective communication on human rights issues, c) outline the Children's Rights in Kenya, d) demonstrate ways in which children are protected against violation of their Rights in Kenya, e) recognise the responsibility of the	Learner is guided to: ● foster fairness and justice among peers as they brainstorm on how human rights can be respected and protected in the community, ● role-play scenarios that depict the process of effective communication on human rights issues, ● enhance communicating and collaborating skills within diverse group to perform a skit depicting ways in which children are protected against violation of their rights, ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the Children's Act (recent) and the African Charter on the rights and welfare of the child, ● exhibit the value of human dignity as they design an "issue tree" and use it	1. How can we promote respect for Children' Rights in the community? 2. How can effective communication foster respect for Human Rights?

		society in protecting human rights.	to investigate the root causes, effects and possible solutions to the violation of human rights .	

Core Competencies to be developed:
- Citizenship: Learners enhance communicating and collaborating skills within diverse groups when performing a skit depicting ways in which children are protected against violation of their rights.
- Critical Thinking and Problem Solving: Learners enhance the skill of finding extra information when searching and identifying the rights of the child using digital or print resources.

Values:
- Social Justice: Learners foster fairness and justice among peers when brainstorming on how human rights can be respected and protected in the community.
- Respect: Learners exhibit value of human dignity when designing an "issue tree" and use it to investigate the root causes, effects and possible solutions to the violation of human rights.

Pertinent and Contemporary Issues (PCIs):
Good governance: Learners become aware of protection of children against violation of their rights.

Link to other subjects:
Learners apply knowledge on promoting human dignity in the society as they learn about human rights.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Political Developments and Governance	**4.3 Citizenship** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe qualities of a global citizen in the world today, b) explore ways in which Nobel Prize nominees responded to injustice situations in the society, c) exhibit social entrepreneurship and active participation for personal and social well being, d) Show empathy to personalities who volunteer for addressing injustices in the society.	Learner is guided to: ● brainstorm on qualities and responsibilities of a global citizen in the world today, ● use print or digital resources to find out the responsibilities of a global citizen, ● become aware about responsibilities of as global citizens in developing communication messages or posters on responsibilities of a global citizen in the world today, ● in groups discuss factors for harmonious coexistence among citizens in East Africa and Africa, ● research on social entrepreneurship and active participation for personal and social wellbeing and write a report, ● discuss desirable characteristics of the Nobel Prize nominees and ways	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?

			of modeling them, ● demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how (*Wangari Maathai* and *Mahatma Gandhi*) responded to injustice situations in society, ● set goals that go beyond their comfort zone as they visualize and share a depiction of themselves in 15 years' time enjoying their contribution as global citizens, ● write an essay on the importance of empathy to personalities who volunteer to address injustices in society, ● practice and sing the Eastern Africa (EAC) and African Union (AU) anthems, ● in small groups translate the EAC and AU anthems into indigenous languages and sing in class.	

Core Competencies to be developed:
- Citizenship: Learners demonstrate tolerance, expressing and understanding different viewpoints when debating on differences and similarities about how (*Wangari Maathai* and *Mahatma Gandhi*) responded to injustice situations in society
- Self - Efficacy: Learners set goals that go beyond their comfort zone when visualizing and sharing a depiction of themselves in 15 years' time enjoying their contribution as global citizens.

Values:
Patriotism: Learners become aware of their own responsibilities in the society when describing the qualities and responsibilities of a global citizen.

Pertinent and Contemporary Issues (PCIs):
Civic responsibility: Learners become aware about responsibilities of as global citizens when developing communication messages or posters on responsibilities of a global citizen in the world today

Link to other subjects:
- Learners gain more knowledge about factors for harmonious coexistence among citizens in East Africa and Africa.
- Learners apply singing skills when practicing and singing the Eastern Africa (EAC) and African Union (AU) anthems.

Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the components of the Constitution of Kenya.	Explores the components of the Constitution of Kenya with relevant examples.	Explores the components of the Constitution of Kenya.	Explores the components of the Constitution of Kenya with some relevant examples.	Explores the components of the Constitution of Kenya with no relevant examples.
Ability to examine the guiding principles of leadership and integrity in the Constitution of Kenya.	Examines the guiding principles of leadership and integrity in the Constitution of Kenya with many relevant examples.	Examines the guiding principles of leadership and integrity in the Constitution of Kenya.	Examines guiding principles of leadership and integrity in the Constitution of Kenya with a few relevant examples.	Examines some guiding principles of leadership and integrity in the Constitution of Kenya with no examples.
Ability to explore how human rights can be respected and protected in the community.	Explores how human rights can be respected and protected in the community with many relevant examples.	Explores how human rights can be respected and protected in the community.	Explores how human rights can be respected and protected in the community with some relevant examples.	Explores how human rights can be respected and protected in the community with no relevant examples.

Ability to describe the process of effective communication on human rights issues.	Describes the process of effective communication on human rights issues in depth.	Describes the process of effective communication on human rights issues.	Describes the process of effective communication on human rights issues but leaves minor details..	Describes the process of effective communication on human rights issues but leaves out major details.
Ability to describe qualities and responsibilities of a global citizen in the world today.	Describes qualities and responsibilities of a global citizen in the world today with many examples.	Describes qualities and responsibilities of a global citizen in the world today.	Describes qualities and responsibilities of a global citizen in the world today with a few examples.	Describes some qualities and responsibilities of a global citizen in the world today with no examples.
Ability to explore ways in which Nobel Prize nominees responded to injustice situations in the society.	Explores ways in which Nobel Prize nominees responded to injustice situations in the society in detail.	Explores ways in which Nobel Prize nominees respond to injustice situations in society.	Explores ways in which Nobel Prize nominees responded to injustice situations in society leaving out minor details.	Explores some ways in which Nobel Prize nominees responded to injustice situations in the society leaving out major details.

Ability to illustrate the roles of the three arms of the Government of Kenya.	Illustrates the roles of the three arms of the Government of Kenya citing examples from the Constitution.	Illustrates the roles of the three arms of the Government of Kenya.	Illustrates the roles of only two arms of the Government of Kenya.	Illustrates the roles of only one arm of the Government of Kenya.
Ability to demonstrate ways in which children are protected against violation of their Rights in Kenya.	Demonstrate ways in which children are protected against violation of their Rights in Kenya giving many examples.	Demonstrate ways in which children are protected against violation of their Rights in Kenya.	Demonstrate ways in which children are protected against violation o-f their Rights in Kenya giving some examples.	Demonstrate some ways in which children are protected against violation of their Rights in Kenya giving no examples.

APPENDIX I: GUIDELINES ON COMMUNITY SERVICE LEARNING PROJECT

Introduction
In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.

Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

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

Assessment of CSL integrated Project

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

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

Strand	Sub Strand	Suggested Assessment methods	Suggested Learning Resources	Non-formal activities
1.0 People, Population and Relationships	1.1 Scientific Theory about Human Origin	a) Oral questions b) Written tests c) Project work d) Observation	● Resource persons ● Maps ● Digital resources ● Charts, marker pens ● Approved textbooks and other printed resources ● Museums	● Composing and singing songs about human origin ● Creating posters or communication messages or videos on human origin and share with the school community ● Visiting a pre historic in Kenya or within locality
	1.2 Early Civilisation	a) Oral questions b) Observations c) Written tests	● Digital resources ● Map of Africa ● Marker pens ● Manilla papers/old carton boxes Stickers/Flashcards ● Internet resources	● Singing a song on the importance of cultural diversity in Africa ● Drawing and displaying charts on migration routes.
	1.3. Trans Saharan Slave Trade	d) Oral questions e) Observations	● Digital resources ● Map of Africa ● Marker pens ● Manilla papers/old	● Compose poems on promoting social justice in society ● Design taking walls with

		f) Written tes	carton boxes Stickers/Flashcards ● Internet resources	messages on eradicating slave trade in society
	1.4 Population Growth in Africa	a) Oral questions b) Observation c) Written tests d) Checklists	● Digital resources ● Flip charts/manila papers ● Maps ● Internet ● Approved textbooks	● DesignIng posters/models of settlement patterns in Africa
	1.5 Diversity, Inclusion and Interpersonal Skills	a) Oral Questions b) Teacher made tests c) Observation d) Checklist	● Digital resources ● Flip charts/manila papers ● Approved textbooks ● Citizenship Education Teachers Handbook ● Citizenship Education Guidelines	

	1.6 Peace and Conflict Resolution	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	● Digital resources ● Flip charts/manila papers ● Internet ● Approved textbooks ● Citizenship Education Teachers Handbook ● Citizenship Education Learners Activity Book ● Citizenship Education Guidelines.	● Conducting a civic dialogue with community members about the importance of valuing cultural diversity ● Initiating and organize family outings to discuss peace and family agreements ● Taking part in meetings with family and friends from different backgrounds/communities
2.0 Community Service Learning class project	**2.0 Community Service Learning class project**	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Checklist f) Project	● Locally available materials ● Digital devices ● Internet ● Manila papers/carton boxes/used sacks ● Marker pens	● Conducting a Community Service Learning project
3.0 Natural and Built Environments	**3.1 Map Reading and Interpretation**	a) Oral Questions b) Teacher made tests c) Observation	● Maps/Globe ● Vetted digital resources ● Educational computer games	● Drawing a sketch map of the school compound ● Visiting sites for excursion (geographical, social and cultural

46

				environments)
		d) Portfolio e) Anecdotal Records f) Checklist	● Approved textbooks and other printed resources ● TV/video/films/slides/ Internet sources/Radio programmes ● Geometrical sets	
	3.2 Weather and Climate	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio	● Local and extended environment ● Realia ● Maps/globe ● Photographs, pictures and paintings ● Internet sources ● Vetted digital resources, ● educational computer games ● Approved textbooks and other printed resources	● Making a model of the internal structure of the earth ● Conducting field work on effects of climate change ● Visiting nearby weather station
	3.3 Vegetation in	a) Oral Questions	● Maps ● Photographs, pictures	Tree planting in the immediate environment

	Africa	b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists	and paintings ● Vetted digital resources, ● educational computer games ● Approved textbooks and other printed resources ● TV/video/films/slides/ Internet source/Radio	
	3.4 Historical sites and monuments	a) Oral Questions b) Teacher made tests c) Observation d) Project Work	● Digital resources ● Maps ● Photographs and pictures of historical sites ● Approved textbooks and other printed resources	● Conducting a trip to any historical site or monument. ● Setting up a cultural corner in the school. ● Establishing cultural days in school
4.0 Political Development	**4.1 The Constitution of**	a) Oral questions b) Observation	● Internet and digital resources ● Approved	Conducting research in the community on adherence of local leaders to the principles of

48

and Governance	**Kenya**	s c) Written tests d) Journaling	textbooks and other printed resources ● The Constitution of Kenya ● Citizenship Education Learners Activity Book	leadership and integrity found in the Constitution of Kenya and share results with the community in barazas.
	4. 2 Human Rights	a) Oral questions b) Observations c) Written tests	● Posters ● Flip charts/ Manilla papers /Carton boxes ● Approved textbooks and other printed resources ● The Constitution of Kenya ● Citizenship Education Learners Activity Book	● Commemorating the day of the African Child ● Listening to talks on universally shared human rights and values respective of progressive cultural context during assembly ● Leading open forums in school to pass messages on human rights values ● African Charter on the Rights of the Child
	4.3 Citizenship	a) Oral questions b) Observations c) Written tests	● Internet and digital resources ● Flip charts/Manilla papers/used carton boxes ● Photographs of the Nobel Prize nominees ● Masking tapes	● Visiting children office within their locality to learn about child protection ● Composing poems on global citizenship ● Developing posters on the qualities of global citizens and post them at strategic positions

			● Marker pens/pencils ● TV/Video /Radio ● Approved textbooks and other printed resources ● The Constitution of Kenya ● The East African and African Union anthems ● Citizenship Education Teachers Handbook	in the school ● Preparing scrapbooks to write down on the local, national, regional, and global issues affecting people in the form of a story ● Celebrating World Day on Social Justice