



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 9

First published 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior School.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs 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, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personalities. 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 grow 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 that provides equal educational opportunities. 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 instill 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 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 in this international community with all the obligations, 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 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

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Lesson)
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	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		40 +1*

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Middle 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 in the 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 Life Skills to navigate through challenges in day-to-day life.
3. Conserve and manage the environment for sustainable development.
4. Manage pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
5. Apply research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.
6. Apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
7. Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand	Suggested Number of Lessons
1.0	Social Studies and Career Development	1.1 Pathway Choices	4
		1.2 Pre-career Support Systems	4
2.0	Community Service-Learning	2.1 Community Service-Learning Project	8
3.0	People and Relationships	3.1 Socio- Economic Practices of Early Humans	6
		3.2 Indigenous Knowledge Systems in African Societies	8
		3.3 Poverty Reduction	6
		3.4 Population Structure	8
		3.5 Peaceful Conflict Resolution	8
		3.6 Healthy Relationships	4
4.0	Natural and Historic Built Environments	4.1 Topographical maps	8
		4.2 Internal Land Forming Processes	8
		4.3 Multipurpose River Projects in Africa	8

		4.4 Management and Conservation of the Environment	6
		4.5 World Heritage Sites in Africa	6
5.0	Political Developments and Governance	5.1 The Constitution of Kenya	8
		5.2 Civic Engagement in Governance	6
		5.3 Kenya's Bill of Rights	8
		5.4 Cultural Globalisation	6
Total Number Of Lessons			120

Note: The suggested number of lessons per sub strand may be less or more depending on the context

STRAND 1.0: SOCIAL STUDIES AND CAREER DEVELOPMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Studies and Career Development	1.1 Pathway Choices (4 lessons)	By the end of the sub strand the learner should be able to: a) identify factors to consider in the selection of a pathway, b) examine requirements for Social sciences pathway at senior school, c) choose a possible track within a pathway at senior school, d) appreciate the need for choosing a pathway in senior school.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm the meaning of a career path; • engage a resource person to discuss factors to consider in the selection of a pathway, • use digital devices/print materials to examine requirements for social science pathway, • create and display charts with pathways and their respective requirements, • create and display posters on pathways and their respective requirements using locally available resources, • choose and journal possible tracks in a given pathway for academic growth, • compose and recite poems on pathway choices. 	Why is it important to learn about career paths?

Core competencies to be developed

Learning to learn: learners engage resource persons to discuss the factors to consider in making pre career choices for selection of pathways.

Values:

Responsibility: learners demonstrate responsibility while using digital devices/print materials to examine requirements for social science pathway.

Pertinent and Contemporary Issues (PCIs):

Career Guidance as learners create and display charts with pathways and their respective requirements.

Link to other learning areas:

English/Kiswahili language: learners will use writing and reading while composing and reciting poems on the pathway choices.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Studies and Career Development	1.2 Pre-career Support systems <i>(Psychosocial, Social, mentorship/coaching, Spiritual, Career Support system)</i> (4 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> explore and use support systems for pre-career and other needs, analyze challenges arising from existing support systems for pre-career and other needs, design solutions to challenges arising from support systems, explain the significance of pre-career mapping for individual growth, appreciate the value of the pre-career support systems. 	The learner is guided to: <ul style="list-style-type: none"> using digital or printed materials search for the meaning and examples of support systems in the community, brainstorm on effective use of different support systems in the community, engage a resource person to discuss significance of pre-career mapping for individual growth, brainstorm on challenges arising from involvement in existing pre-career support systems, search for solutions to challenges arising from existing pre-career support systems, compose and recite poems highlighting the value of pre-career support system. 	Why does a learner need pre-career support?

Core competencies to be developed: Creativity and Imagination: learners compose and recite poems creatively to highlight the value of pre-career support system.
Values: Responsibility: learners explore and use appropriate support system in the community
Pertinent and Contemporary Issues (PCIs): Career Guidance: Learners engage a resource person to discuss significance of pre-career mapping for individual growth.
Link to other learning areas: All learning Areas: Learners explain the significance of pre-career mapping for individual growth.

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Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify factors to consider in the selection of a pathway.	Learner identifies factors to consider in the selection of a pathway with examples	Learner identifies factors to consider in the selection of a pathway,	Learner identifies factors to identify factors to consider in the selection of a pathway, minor details.	Learner identifies factors to consider in the selection of a pathway, with major details.
Ability to choose a possible track within a pathway at senior school.	Learner chooses a possible track within a pathway at senior school giving major details.	Learner chooses a possible track within a pathway at senior school.	Learner chooses possible track within a pathway at senior school leaving out minor details.	Learner chooses possible track within a pathway at senior school leaving out major details.
Ability to choose a possible track within a pathway at senior school,	Learner chooses a possible track within a pathway at senior school, citing all relevant careers.	Learner chooses a possible track within a pathway at senior school most relevant careers citing most relevant careers.	Learner chooses a possible track within a pathway at senior school, leaving out minor relevant careers leaving out minor relevant careers.	Learner chooses a possible track within a pathway at senior school, leaving out most relevant careers.
Ability to explore and use support systems for pre-career and other needs,	Learner explores and uses support systems for pre-career and other needs, citing major examples	Learner explores and uses support systems for pre-career and other needs citing most examples,	Learner explores and uses support systems for pre-career and other needs leaving out minor examples	Learner explores and uses support systems for pre-career and other needs leaving out most examples

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyze challenges arising from existing support systems for pre-career and other needs,	Learner analyses challenges arising from existing support systems for pre-career and other needs giving all examples	Learner analyses challenges arising from existing support systems for pre-career and other needs giving most examples	Learner analyses challenges arising from existing support systems for pre-career and other needs leaving out minor examples	Learner analyses challenges arising from existing support systems for pre-career and other needs leaving out most examples
Ability to design solutions to challenges arising from support systems,	Learner design solutions to challenges arising from support systems giving all examples.	Learner design solutions to challenges arising from support systems giving most examples.	Learner design solutions to challenges arising from support systems leaving out minor examples.	Learner design solutions to challenges arising from support systems leaving out most examples.

STRAND 2.0 COMMUNITY SERVICE-LEARNING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Community Service Learning	2.1 Community Service Learning Project (8 lessons)	By the end of the sub strand, the learner should be able to: a) identify a problem in the community, b) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) write a report on the concluded project, f) appreciate teamwork in addressing community problems.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm and identify problems/gaps/opportunities (pertinent and contemporary issues) in their class/school/community that need attention, ● discuss and adapt one identified (problem/gap) for the class/group project and state the project title, ● authenticate the problem/gap and write down the statement of the problem (a small description of the identified problem), ● search, discuss and agree on an appropriate solution/way forward to address the identified problem and note down the recommended/ proposed solution, 	<ol style="list-style-type: none"> 1) What does one consider while implementing a project? 2) Why is reflection important in a project?

			<ul style="list-style-type: none"> • discuss a plan of implementing the proposed solution and note it down, • implement the plan prudently to address the identified problem, • reflect on the concluded project and submit a summary report/account to the CSL teacher, • reflect on the whole process and the lessons learnt in the concluded work. 	
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Core competencies to be developed:

- Communication and collaboration: Learners discuss, brainstorm and consult on various 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 plausible solutions to address the gaps.
- Digital literacy: Learners use technology as they search for solution to the identified problem in the community.
- Learning to learn: Learners gain new knowledge and skills as they discuss work together to address a community problem in the project.
- Citizenship: Learners participate in CSL projects to address community challenges thereby enhancing their sense of civic consciousness and belonging

Values:

- Social justice: Learners carry out research using digital devices and print media and also use resources in the process of planning to address the community problem.

- Unity: Learners engage, discuss, search, plan for the project in the community.

Pertinent and Contemporary Issues (PCIs):

- Governance: Learners work with community members and the local leadership in providing solutions to the identified issues in society.
- Critical thinking skills: Learners brainstorm possible solutions to the identified problem in the community.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify a problem/gap in the community.	Learner identifies a problem in the community exhaustively.	Learner identifies a problem in the community.	Learner identifies a problem in the community partially.	Learner identifies a problem in the community with prompts
Ability to design solution(s) to the identified problem.	Learner designs solution(s) to the identified problem elaborately.	Learner designs solution(s) to the identified problem.	Learner designs solution(s) to the identified problem partially.	Learner designs solution(s) to the identified problem with assistance.
Ability to implement the plan for solving the identified problem.	Learner implements the plan for solving the identified problem effectively.	Learner implements the plan for solving the identified problem.	Learner implements the plan for solving the identified problem partially.	Learner hardly implements the plan for solving the identified problem.

STRAND 3.0: PEOPLE AND RELATIONSHIPS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.1 Socio-Economic Practices of Early Humans <ul style="list-style-type: none"> • <i>Early</i> • <i>Middle</i> • <i>Late</i> (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the socio-economic practices of early humans in Africa during the Stone Age period, b) examine different types of tools used by early humans during the Stone Age period, c) illustrate the tools used by early humans during the Stone Age period, d) recognise socio-economic practices of the early humans. 	Learner is guided to: <ul style="list-style-type: none"> • interact with digital technology or print media as they research on socio- economic practices of early humans in Africa during the Stone Age period • brainstorm on socio-economic practices of early humans during the Stone Age period and make notes, • debate on the relevance of socio-economic practices of early humans to the modern society, • undertake group tasks and gain new perspectives as they discuss the various types of tools used by early humans during the Stone Age period, • use appropriate digital resources to view various types of tools used by early humans during the Stone Age period, 	How do socio-economic practices of early humans impact on the modern society?

			<ul style="list-style-type: none"> • draw various types of tools used by early humans during the Stone Age period and share, • engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learners use digital technology to access relevant learning resources on socio-economic practices of early humans in Africa during the Stone Age period. • Creativity and imagination: Learners undertake tasks and gain new perspectives as they discuss the various types of tools used by early humans during the Stone Age period. • Creativity and imagination: Learners interact with digital technology or print media as they research on socio- economic practices of early humans in Africa during the Stone Age period 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners observe safety precautions as they access relevant digital learning resources on socio-economic practices of early humans in Africa during the Stone Age period. • Unity Respect: Learners respect opinions of others as they brainstorm on socio-economic practices of early humans during the Stone Age period. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion: Learners collaborate with others to brainstorm on socio-economic practices of early humans during the Stone Age period. • Effective communication: Learners engage a resource person to discuss reasons why Africa is regarded as the birth place of human technology. 				

Link to other learning areas:

- Learners develop language skills in Kenyan Sign Language, Kiswahili and English as they brainstorm on socio-economic practices of early humans during the Stone Age period.
- Learners will gain knowledge in Agriculture as they discuss the various types of tools used by early humans during the Stone Age period.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.2 Indigenous Knowledge systems in African Societies <ul style="list-style-type: none"> ● <i>Agriculture</i> ● <i>Medicine</i> ● <i>Climate</i> ● <i>Technology</i> ● <i>Education</i> ● <i>Environmental Conservation</i> ● <i>Astronomy</i> ● <i>Religion</i> ● <i>Arts</i> <p>(8 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify types of indigenous knowledge systems in African societies for self-identity,</p> <p>b) explain how the indigenous knowledge systems were used for sustainability of life,</p> <p>c) use indigenous to and modern knowledge systems for effective decision making in life,</p> <p>d) appreciate the indigenous knowledge systems in the society.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm in pairs on various types of indigenous knowledge systems in African societies ● use print or digital resources to research on how the indigenous knowledge systems were used in the traditional African society, ● in pairs, devise ways of using indigenous and modern knowledge systems to for effective decision making and present, ● value others' ideas as they debate on how indigenous knowledge systems is applied in various fields in Africa. 	<p>How does indigenous knowledge influence on the modern society?</p>

Core competencies to be developed:

- Self-efficacy: Learners devise ways of using indigenous and modern knowledge systems to manage peer influence in the society make notes and present.
- Communication and collaboration: Learners recognise the value of others' ideas as they debate on how indigenous knowledge systems are applied in various fields in Africa.

Values:

- Patriotism: Learners are aware of their own culture as they debate on application of the indigenous knowledge systems in the traditional African society.
- Respect: Learners appreciate diverse opinions as they brainstorm in groups on various forms of knowledge systems in traditional African society.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners work together to brainstorm on various forms of knowledge systems in traditional African society.
- Self-awareness: Learners debate on how indigenous knowledge systems are applied in various fields in Africa.

Link to other Learning Areas:

- Learners brainstorm in pairs on various forms of indigenous knowledge systems in African societies such as agriculture, medicine, climate, technology, education, environmental conservation, astronomy religion and arts which is borrowed from Integrated Science,
- Learners develop language skills (English, Kiswahili, indigenous Language and Kenyan Sign Language) as they brainstorm in pairs on forms of knowledge systems in traditional African society.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.3 Poverty Reduction (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain causes of poverty in Africa, b) examine the effects of overexploitation of natural resources on poverty in Africa c) apply creative thinking skills to reduce poverty in the society, d) recognize the contribution of poverty reduction strategies in society. 	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the causes of poverty in Africa and present their findings in class, ● discuss on the effects of overexploitation of natural resources on poverty in Africa, ● illustrate in pairs problem solving skills to reduce poverty in the community and present in class, ● watch documentaries / video clips on solutions to poverty reduction and write a report. ● interact with new technology as they use print or digital resources to explore home-grown practical solutions to poverty reduction, ● compose and sing songs / recite poems on sustainable use of resources in the community, ● create posters on sustainable use of resources in the community. 	<ol style="list-style-type: none"> 1. What are the measures taken by African governments to reduce poverty? 2. How does prudent utilization of resources help to reduce poverty in the society?
Core competencies to be developed: <ul style="list-style-type: none"> ● Digital literacy: Learners interact with or watch documentaries / video clips on solutions to poverty reduction 				

- Citizenship: Learners illustrate in pairs problem solving skills to reduce poverty in the community.

Values:

- Responsibility: Learners engage in assigned roles as they create posters on sustainable use of resources in the community.
- Social justice: Learners compose and sing songs / recite poems on contribution of strategies towards reduction in the community.

Pertinent and Contemporary Issues (PCIs):

- Poverty reduction: Learners illustrate in pairs problem solving skills to reduce poverty in the community
- Environmental education: Learners discuss on the effects of over exploitation of natural resources on poverty in Africa,

Link to other learning areas:

- Learners engage with a resource person on home-grown practical solutions to poverty reduction making them gain more knowledge in Agriculture & Nutrition
- Learners compose and sing songs / recite poems on sustainable use of resources in the community a knowledge which is utilized in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.4 Population Structure <ul style="list-style-type: none"> • <i>Kenya</i> • <i>Germany</i> (9 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sources of population data in a country, b) explain factors determining population structure in Kenya and Germany c) construct age-sex population pyramids of developed and developing countries, d) determine the significance of population structure in distribution of national resources in a society. e) appreciate the differences in population structure between developed and developing countries. 	Learner is guided to: <ul style="list-style-type: none"> • brainstorm on sources of population data make notes and present, • engage a resource person to discuss factors determining population structure in Kenya and Germany, • use digital or print resources to identify factors determining population structure in Kenya and Germany, • draw age-sex population pyramid of developed and developing countries • brainstorm and enumerate the significance of population structure in distribution of national resources in a society, • compose and display messages on differences in population structure of developed and developing countries for sustainable development 	Why is population structure of a country important?

Core competencies to be developed:

- Creativity and imagination: Learners undertake the task of drawing and displaying age-sex population pyramid of developed and developing countries (Germany and Kenya),
- Communication and collaboration: Learners work collaboratively as they discuss the significance of population structure in distribution of national resources in a society.

Values:

- Unity: Learners collaborate with others as they brainstorm on sources of population data.
- Respect: Learners appreciate diverse opinions as they brainstorm on sources of population data.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: Learners acquire knowledge on population structure of Kenya and Germany together with its influence on distribution of resources in society.
- Effective Communication: Learners engage a resource person as they discuss factors determining population structure in Kenya and Germany.

Link to other learning areas:

- Learners employ mathematics knowledge to draw and display in class population structure of Kenya and Germany.
- Learners communicate effectively as they discuss in groups the significance of population structure in distribution of national resources in a society helping them develop language skills in English, Kiswahili, and Kenyan Sign Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.5 Peaceful Conflict Resolution (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain types of peace for sustainable social interactions, b) identify barriers to conflict resolution in day-to-day lives, c) explore ways of managing emotions in promotion of peace in the community, d) apply emotional intelligence for peaceful conflict resolutions in the community, e) embrace peace initiatives and agreements at the community level for harmonious living. 	Learner is guided to: <ul style="list-style-type: none"> • brainstorm on types of peace in the society such as personal, cultural and share, • use digital or print resources to search for barriers to conflict resolution and present, • discuss possible solutions of managing emotions to promote peace in the community, • engage a resource person on how to apply emotional intelligence to maintain peace in the community, • role play community activities on cultivating peace initiatives and agreements at the community level for harmonious living, • search and explore different options as they compose songs or poems on non - violent conflict resolution in the community. 	How can we promote peace in the community?

Core competencies to be developed:

- Creativity and imagination: Learners search and explore different options as they compose songs or poems on non-violent conflict resolution in the community.
- Critical Thinking and Problem Solving: Learners discuss possible solutions of managing emotions to promote peace in the community.

Values:

- Peace: Learners display calmness as they discuss ways of managing emotions to promote peace in the community,
- Integrity: Learners exhibit fairness as they role play activities on cultivating peace initiatives and agreements at the community level for harmonious living

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners work together and discuss resolutions to conflicts in the community.
- Self Esteem: Learners compose songs or poems on non - violent conflict resolution in the community.

Link to other learning areas:

- Learners use Creative Arts skills to compose songs or poems on non-violent conflict resolution in the community,
- Learners apply Religious Studies knowledge to role play activities on cultivating peace initiatives and agreements at the community level for harmonious living.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 People and Relationships	3.6 Healthy relationships <i>- effective communication</i> <i>- negotiation skills</i> <i>- empathy</i> <i>- assertiveness</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain ways of sustaining healthy relationships in the community, b) explore barriers to harmonious relationships, c) design strategies to overcome barriers to healthy relationships, d) appreciate the need for healthy relationships in the community.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm in pairs ways of sustaining healthy relationships in the community, ● speak clearly and effectively as they discuss barriers to harmonious relationships, ● watch video clips on barriers to healthy relationships and write a report, ● use digital or print resources to research on strategies to overcome barriers to healthy relationships ● undertake tasks as they role play scenarios that depicts. 	How can we promote healthy relationships in the community?
<ul style="list-style-type: none"> ● Core competencies to be developed: Communication and Collaboration: Learners demonstrate speaking clearly and effectively as they discuss barriers to harmonious relationships. ● Creativity and imagination: Learners undertake tasks as they role play scenarios that depict <i>effective communication, negotiation skills, empathy and assertiveness in overcoming barriers to healthy relationships.</i> 				

Values:

- Peace: Learners respect self and others as they role play scenarios that depict effective communication, negotiation skills, empathy and assertiveness in overcoming barriers to healthy relationships.
- Unity: Learners strive to achieve common goals as they discuss barriers to harmonious relationships.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: Learners work together and discuss in groups barriers to harmonious relationships.

Link to other learning areas:

- Learners apply Creative Arts skills to role play scenarios that depicts effective communication, negotiation skills, empathy, assertiveness in overcoming barriers to healthy relationships.
- Learners use English/Kiswahili/KSL knowledge to brainstorm in pairs ways of sustaining healthy relationships in the community.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the socio-economic practices of early humans in Africa during the three Stone Age periods.	Learner describes the socio-economic practices of early humans in Africa during the Stone Age period in-depth.	Learner describes the socio-economic practices of early humans in Africa during the three Stone Age periods.	Learner describes two socio-economic practices of early humans in Africa during the Stone Age periods with minor errors.	Learner describes socio-economic practices of early humans in Africa during the Stone Age periods with much errors
Ability to examine the effects of overexploitation of natural resources on poverty in Africa.	Learner examines the effects of overexploitation of natural resources on poverty in Africa with examples.	Learner examines the effects of overexploitation of natural resources on poverty in Africa.	Learner examines somewhat varied the effects of overexploitation of natural resources on poverty in Africa.	Learner examines the effects of overexploitation of natural resources on poverty in Africa lacking variety.
Ability to construct age-sex population pyramids of Kenya and Germany (<i>scale key, title & framing</i>).	Learner constructs age-sex population pyramids of Kenya and Germany with all the components.	Learner constructs age-sex population pyramids of Kenya and Germany.	Learner constructs age-sex population pyramids of Kenya and Germany partially.	Learner constructs a sketch age-sex population Pyramid of Kenya and Germany incompletely
Ability to determine the significance of population structure	Learner determines the significance of population structure in	Learner determines the significance of population structure in	Learner determines the significance of population structure in distribution	Learner determines the significance of population structure in

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
in distribution of national resources in a society.	distribution of national resources in a society with examples.	distribution of national resources in a society.	of national resources in a society partly.	distribution of national resources in a society with assistance.
Ability to explore ways of managing emotions in promotion of peace in the community.	Learner explores ways of managing emotions in promotion of peace in the community with examples.	Learner explores ways of managing emotions in promotion of peace in the community.	Learner explores somewhat sufficient ways of managing emotions in promotion of peace in the community.	Learner explores limited ways of managing emotions in promotion of peace in the community.
Ability explores barriers to harmonious relationships.	Learner explores barriers to harmonious relationships with much variety.	Learner explores barriers to harmonious relationships.	Learner explores barriers to harmonious relationships with minimal variety.	Learner explores barriers to harmonious relationships with no variety.
Ability to design strategies to overcome barriers to healthy relationships.	Learner designs strategies to overcome barriers to healthy relationships with examples.	Learner designs strategies to overcome barriers to healthy relationships.	Learner designs strategies to overcome barriers to healthy relationships partially.	Learner designs strategies to overcome barriers to healthy relationships incompletely.

STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.1 Topographical maps (8 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe human activities on topographical maps, use creative thinking skills to enlarge and reduce parts of topographical maps, illustrate cross-sections from topographical maps, appreciate representation of human activities on topographical maps. 	Learner is guided to: <ul style="list-style-type: none"> brainstorm human activities that may be represented on a topographical map, use print or digital resources to find out how human activities are represented in topographical maps, draw a sketch map to enlarge and reduce part of topographical maps and present to peers, draw cross-sections from topographical maps showing human activities, display the cross-sections, take a gallery walk and peer assess. 	Why are topographical maps important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: Learners use digital or print resources to find out how human activities are represented in topographical maps. Learning to Learn: Learners brainstorm on human activities that may be represented in a topographical map. 				

Values:

- Integrity: Learners display honesty while sharing available resources for drawing sketch maps to enlarge and reduce part of a topographical maps and present to peers
- Love: Learners share resources as they draw sketch maps to enlarge and reduce part of a topographical maps and present to peers

Pertinent and Contemporary Issues (PCIs):

- Self Esteem: Learners demonstrate capacity to draw cross-sections from topographical maps showing human activities,
- Peer education: Learners display the cross-sections and take a gallery walk and peer assess.

Link to other learning areas:

- Learners apply Creative arts skills to draw sketch maps to enlarge and reduce part of topographical maps and present to peers.
- Learners use Mathematics knowledge draw cross-sections from topographical maps showing human activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.2 Internal Land Forming Processes <ul style="list-style-type: none"> • <i>rift valley</i> • <i>block mountain</i> • <i>faults</i> <p>(8 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explore the types and causes of earth movements in the environment, b) explain the theories of continental drift and plate tectonics in the formation of continents, c) illustrate the formation of selected features due to faulting in the environment, d) explain the effects of faulting to human activities, e) recognise internal land forming processes in shaping the landscape and their influence on human activities. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm the types and causes of earth movements and present in class, • conduct library research on types of faults in the environment and do a presentation in class, • use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes, • carry out mapping on the significance of faulting to human life and activities, • Develop posters to create awareness on disasters relating to faulting, • view video clips / documentaries on the processes of faulting in the environment • draw a sketch illustrating the formation of selected features 	<p>How do landforms influence human activities?</p>

			<p>in the environment and display for peer assessment,</p> <ul style="list-style-type: none"> • use an atlas to locate features formed as a result of faulting process, • brainstorm and share in class the significance of faulting on human activities. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learners use relevant digital resources as they watch video clips / documentaries on the processes of faulting in the environment. • Learning to Learn: Learners build on their own learning experiences as they conduct library research on types of faults in the environment and do a presentation in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners brainstorm in groups on the types and causes of earth movements and present them in class. • Responsibility: Learners take care of own property and those of others as they use digital or print resources to research on theories of continental drift and plate tectonics in the environment and make short notes, 				
<p>Pertinent Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental education: Learners discuss and share in class the significance of faulting on human activities, • Disaster risk reduction: Learners address disaster risk reduction as they develop posters to create awareness on disasters relating to faulting 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners apply Kenyan Sign Language, English and Kiswahili language skills as they brainstorm the types and causes of earth movements. • Learners use Agriculture knowledge to discuss and share in class the significance of faulting on human activities 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.3 Multi-purpose River Projects in Africa <ul style="list-style-type: none"> ● <i>River Tana Projects in Kenya</i> ● <i>Aswan High Dam in Egypt</i> (8 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify selected multi-purpose river projects on a map of Africa, b) outline the conditions that led to the establishment of multi-purpose river projects along river Tana, c) examine the economic importance of multi-purpose river projects in Africa, d) assess challenges facing multi-purpose river projects in Africa, e) design solutions to challenges facing multi-purpose river projects in Africa, f) recognise the importance of multipurpose river projects in the society. 	Learner is guided to: <ul style="list-style-type: none"> ● use internet and print media to identify selected multi-purpose river projects ● discuss the conditions that led to the establishment of multi-purpose river projects along River Tana, ● carry out research on the economic importance of multi-purpose river projects in Africa write short notes and share, ● brainstorm on challenges facing multi-purpose river projects in Africa, ● invite a resource person to share on the solutions to challenges facing multipurpose river projects. 	How useful are multi-purpose river projects in society?

Core competencies to be developed:

- Digital literacy: Learners use digital resources to identify selected multi-purpose river projects (*River Tana Projects in Kenya, Aswan High Dam in Egypt*).
- Communication and collaboration: Learners discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Values:

- Responsibility: Learners suggest solutions to challenges facing multipurpose river projects.
- Social Justice: Learners foster inclusivity and non-discrimination as they discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Pertinent and Contemporary Issues (PCIs):

- Creative thinking skills: Learners engage with a resource person to share on the solutions to challenges facing multipurpose river projects.
- Financial literacy: Learners brainstorm in groups on the economic importance of multi-purpose river projects in Africa and write short notes.

Link to other learning areas:

- Learners apply Agriculture knowledge to brainstorm on the economic importance of multi-purpose river projects in Africa and write short notes.
- Learners use Kenyan Sign Language, English and Kiswahili knowledge to discuss the conditions that led to the establishment of multi-purpose river projects along river Tana.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.4 Management and Conservation of the Environment (8 lessons)	By the end of the sub strand, the learner should be able to: a) explore factors that lead to degradation of the environment in the community, b) describe the effects of environmental degradation in society, c) design measures to manage and conserve the environment for sustainability, d) apply creative thinking skills in managing and conserving the immediate environment, e) acknowledge the importance of managing and conserving the environment.	Learner is guided to: <ul style="list-style-type: none"> ● research on factors that leads to degradation of the environment in the community, ● view video clips or documentaries or pictures and write an essay the factors that leads to degradation of the environment, ● use print or digital resources to establish effects of degradation of the environment, ● brainstorm on the difference between management and conservation of the environment and share, ● demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community, 	Why is it important to conserve degraded environment?

			<ul style="list-style-type: none"> • develop and display posters with messages on how to creatively manage and conserve the environment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving: Learners explore possible solutions and their pro and cons as they develop communication messages on how to creatively manage and conserve the environment. • Citizenship: Learners demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners engage in assigned roles and duties as they participate in environmental conservation activities in the community. • Integrity: Learners are committed to duty as they participate in environmental conservation activities in the community. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental education: Learners participate in environmental conservation in the community. • Social cohesion: Learners work together in environmental conservation activities in the community. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners use Integrated Science knowledge to research on factors that lead to degradation of the environment in the community. • Agriculture is relevant as learners view video clips or documentaries or pictures and write an essay on the factors that leads degradation of the environment. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Natural and Historic Built Environments	4.5 World Heritage Sites in Africa <ul style="list-style-type: none"> ● <i>Rock- Hewn Churches</i> ● <i>Vallée de Mai Nature Reserve</i> ● <i>Serengeti National Park</i> ● <i>Robben Island</i> ● <i>Victoria Falls</i> (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the selected world heritage sites in Africa, b) examine importance of the selected world sites in promoting cultural heritage, c) design measures to conserve the selected world heritage sites, d) apply critical thinking skills in conserving heritage sites within the locality. e) value heritage sites in the community. 	Learner is guided to: <ul style="list-style-type: none"> ● use digital/print resources to locate the selected world heritage sites ● brainstorm on the importance of the selected world sites in promoting cultural heritage, ● demonstrate respect for diversity of cultural expression in Kenya as they compose and sing songs or recite poems on the importance of world heritage sites in Africa, ● formulate in pairs measures to conserve heritage sites. 	Why is it important to conserve the world heritage sites?
Core competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: Learners look at the problem in a different way as they use digital resources to locate the selected world heritage sites. ● Citizenship: Learners demonstrate respect for cultural diversity as they recite poems on the importance of world heritage sites in Africa. 				

Values:

- Social justice: Learners are accorded privileges without favour as they compose and sing songs or recite poems on the importance of world heritage sites in Africa
- Love: Learners collaborate as they formulate in pairs measures to conserve heritage sites.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners work together as they brainstorm on the world heritage sites in Africa.
- Self-esteem: Learners confidently sing songs or recite poems on the importance of world heritage sites in Africa.

Link to other learning areas:

- Learners use Kenyan Sign Language, English and Kiswahili skills as they brainstorm on the importance of the selected world sites in promoting cultural heritage
- Learners apply Creative Arts skills to compose and sing songs or recite poems on the importance of world heritage sites in Africa

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use creative thinking skills to enlarge and reduce parts of topographical maps.	Learner uses creative thinking skills to enlarge and reduce parts of topographical maps skillfully and no errors.	Learner uses creative thinking skills to enlarge and reduce parts of topographical maps.	Learner uses creative thinking skills to enlarge and reduce parts of topographical maps with minor errors.	Learner uses creative thinking skills to enlarge and reduce parts of topographical maps with major errors.
Ability to illustrate cross-sections from topographical maps.	Learner illustrates cross-sections from topographical maps creatively.	Learner illustrates cross-sections from topographical maps.	Learner illustrates cross-sections from topographical maps omitting minor details.	Learner illustrates cross-sections from topographical maps omitting major details.
Ability to explain the theories of continental drift and the plate tectonics in the formation of continents.	Learner explains the theories of continental drift and the plate tectonics in the formation of continents with illustrations.	Learner explains the theories of continental drift and the plate tectonics in the formation of continents.	Learner explains the theories of continental drift and the plate tectonics in the formation of continents omitting fewer details.	Learner explains the theories of continental drift and the plate tectonics in the formation of continents omitting many errors.
Ability to illustrate the formation of selected features due to faulting in the environment.	Learner illustrates the formation of selected features due to faulting in the environment creatively.	Learner illustrates the formation of selected features due to faulting in the environment.	Learner illustrates the formation of selected features due to faulting in the environment partly.	Learner illustrates the formation of selected features due to faulting in the environment with prompts.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the significance of faulting to human activities.	Learner explains the significance of faulting to human activities with use of examples.	Learner explains the significance of faulting to human activities.	Learner explains the significance of faulting to human activities somewhat sufficiently.	Learner explains the significance of faulting to human activities with limitations.
Ability to examine the economic importance of multi-purpose river projects in Africa.	Learner examines the economic importance of multi-purpose river projects in Africa highly sufficiently.	Learner examines the economic importance of multi-purpose river projects in Africa.	Learner examines the economic importance of multi-purpose river projects in Africa Partially.	Learner examines the economic importance of multi-purpose river projects in Africa incompletely.
Ability to assess challenges facing multi-purpose river projects in Africa.	Learner assesses challenges facing multi-purpose river projects in Africa comprehensively.	Learner assesses challenges facing multi-purpose river projects in Africa.	Learner assesses challenges facing multi-purpose river projects in Africa somewhat varied.	Learner assesses challenges facing multi-purpose river projects in Africa but lacks variety.
Ability to design solutions to challenges facing multi-purpose river projects in Africa.	Learner designs solutions to challenges facing multi-purpose river projects in Africa creatively.	Learner designs solutions to challenges facing multi-purpose river projects in Africa.	Learner designs solutions to challenges facing multi-purpose river projects in Africa partly.	Learner designs solutions to challenges facing multi-purpose river projects in Africa with prompts.
Ability to describe the effects of environmental	Learner describes the effects of environmental degradation in the	Learner describes the effects of environmental	Learner describes the effects of environmental degradation in the	Learner describes the effects of environmental degradation in the

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
degradation in the community.	community with much details.	degradation in the community.	community omitting fewer details.	community omitting major details.
Ability to design measures to manage and conserve the environment in the community.	Learner designs measures to manage and conserve the environment in the community skillfully.	Learner designs measures to manage and conserve the environment in the community.	Learner designs measures to manage and conserve the environment in the community partly.	Learner designs measures to manage and conserve the environment in the community with support.
Ability to examine the importance of the selected world heritage sites in Africa.	Learner examines the importance of the selected world heritage sites in Africa with examples and no errors.	Learner examines the importance of the selected world heritage sites in Africa.	Learner examines the importance of the selected world heritage sites in Africa with few errors.	Learner examines the importance of the selected world heritage sites in Africa with much errors.

STRAND 5.0: POLITICAL DEVELOPMENTS AND GOVERNANCE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.1 The Constitution of Kenya (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the stages in the constitution-making process in Kenya, b) examine the role of parliament in constitution-making process, c) explore the role of citizens in constitution-making process, d) participate in the constitution-making process in community, e) desire to defend and promote the Constitution of Kenya. 	Learner is guided to: <ul style="list-style-type: none"> • Carry out research on the stages in constitution-making process in Kenya, • create posters on the stages of the constitution-making process and display it in class, • watch video clips on parliamentary debate on the constitution-making process, make notes and share, • engage a resource person to talk about the role of citizens in constitution-making process, • demonstrate interest in interaction with others as they role play citizens participating in constitution-making process , • role play on the values that should be exercised during constitution making process and share in class. 	Why is constitution-making process in Kenya important?

			<ul style="list-style-type: none"> • sing patriotic songs on defending and promoting the Constitution of Kenya. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learners role play citizens participating in constitution-making process (<i>referendum</i>) and sing patriotic songs on defending and promoting the Constitution of Kenya, • Learning to learn: Learners share what they have learnt as they role play citizens participating in constitution-making process (<i>referendum</i>). 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: Learners share what they have learnt through role play on the values that should be exercised during constitution making process and share in class. • Unity: Learners embrace each other as role play citizens participating in constitution-making process (referendum), 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Rule of Law: Learners role play citizens participating in constitution-making process (referendum), • Good governance: Learners acquire knowledge on the role of parliament and citizens in the constitution-making process in Kenya. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners use English, Kiswahili and Kenya Sign Language knowledge to create posters and discuss with the resource person on constitution-making in Kenya. • Learners apply Creative Arts skills as they sing patriotic songs on promotion of the Constitution of Kenya. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.2 Civic Engagement in Governance <ul style="list-style-type: none"> • <i>Social Justice</i> • <i>Integrity</i> • <i>Peace</i> (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify individual and collective civic engagement activities in Kenya, b) illustrate the role of political parties in democratic governance, c) outline positions vied for in a general election in Kenya, d) exhibit values that promote ethical civic engagement in the community. 	Learner is guided to: <ul style="list-style-type: none"> • brainstorm on individual and collective civic engagement activities in Kenya, • develop slogans on individual and collective civic engagement in Kenya, • create posters on personal and civic engagement activities, display in class and school notice boards, • discuss the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya, • discuss the role of political parties in democratic governance, • design charts on various elective positions in Kenya, display, take gallery walk and peer assess, 	<ol style="list-style-type: none"> 1. How does civic engagement promote good governance in the country? 2. How can we participate in democratic processes in the society?

			<ul style="list-style-type: none"> • role play scenarios that bring out values that promote ethical civic engagement in the community 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Learners create posters on personal and civic engagement activities, display in class and school notice boards, • Self-Efficacy: Learners develop slogans on individual and collective civic engagement in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners appreciate diverse opinions the role of political parties in democratic governance. • Peace: Learners brainstorm on individual and collective civic engagement activities in Kenya. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Civic Education: Learners develop slogans on individual and collective civic engagement in Kenya. • Assertiveness: Learners create posters on personal and civic engagement activities, display in class and school notice boards. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners apply English, Kiswahili and Kenya Sign Language skills as they discuss the basic constitutional requirements for political parties as stipulated in Article 91 of the Constitution of Kenya, • Learners use Creative Arts knowledge as they design charts on various elective positions in Kenya, display, take gallery walk and peer assess. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.3 Kenya's Bill of Rights (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explore Kenya's Bill of Rights for mutual social well-being b) examine human rights of special groups for promotion of social justice and inclusivity, c) apply the bill of rights for harmonious living, d) develop assertiveness necessary in standing up for human rights, e) cultivate empathy and solidarity with special groups in society for mutual social responsibility, f) embrace respect for human rights in society. 	Learner is guided to: <ul style="list-style-type: none"> ● use digital or print resources to research on Kenya's bill of right and make notes, ● debate on human rights of special groups (<i>Elderly, Refugees, Migrants</i>) ● carry out research to gather information on the rights of special groups, ● design posters on human rights laws with regard to special groups, ● discuss ways in which the bill of rights are applied to foster harmonious living, ● role play situations/scenarios that bring out assertiveness in standing up for individual rights. ● brainstorm on human rights laws for protection of special groups, ● display a sense of responsibility to the nation as they develop strategies for promoting 	How can we protect the special groups in the community?

			protection of special groups in the community.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Citizenship: Learners role play situations/scenarios that bring out assertiveness in standing up for individual rights. ● Creativity and Imagination: Learners design posters on human rights laws with regard to special groups 				
Values:				
<ul style="list-style-type: none"> ● Unity: Learners display team sprit as they brainstorm on human rights laws for protection of special groups. ● Patriotism: Learners display a sense of responsibility to the nation as they develop strategies for promoting protection of special groups in the community. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Clubs and societies: Learners debate on human rights of special groups. ● Human Rights: Learners brainstorm in groups on human rights laws for protection of special groups. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Learners use Religious Education knowledge to develop strategies for promoting protection of special groups in the community. ● Learners apply English, Kiswahili and Kenya Sign Language knowledge as they debate on human laws for special groups 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Developments and Governance	5.4 Cultural Globalization (8 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify cultural elements and practices that have acquired a global recognition and status, b) examine African cultural practices in promoting a common humanity, c) explore ways of preserving cultural elements that promotes global citizenship, d) enumerate factors that promote healthy cultural relationships and global interconnectedness e) appreciate values and cultural elements which 	Learner is guided to: <ul style="list-style-type: none"> • brainstorm on African cultural practices, • use digital or print media resources to research on cultural elements in Kenya which have acquired a global status: the Kiondo, the Maasai Kikoi, safari, • discuss in groups African cultural practices elements in promoting a common humanity, • carry out research on ways of preserving cultural elements that promotes global citizenship, • invite a resource person to discuss on ways of preserving cultural elements that promotes global citizenship, • design charts/posters depicting factors that 	<ol style="list-style-type: none"> 1. How can we preserve aspects of cultural globalization in the community 2. What are the merits of cultural globalisation?

		promote responsible global citizenship.	<p>promote healthy cultural relationships and global interconnectedness,</p> <ul style="list-style-type: none"> • plan to involve others as they debate on the role of international cultural exchange in promoting global citizenship. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learners use digital or print media resources to research on cultural elements in Kenya which have acquired a global status (the <i>Kiondo</i>, the <i>Maasai Kikoi</i>, <i>safari</i>), • Self-efficacy: Learners plan to involve others as they debate on the role of international cultural exchange in promoting global citizenship. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners design charts/posters depicting factors that promote healthy cultural relationships and global interconnectedness, • Patriotism: Learners role play aspects of African Socialism, <i>Ujamaa</i> and <i>Ubuntu</i> elements in promoting a common humanity. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-awareness: Learners become aware of their creativity skills as they role play African Socialism, <i>Ujamaa</i> and <i>Ubuntu</i>) elements in promoting a common humanity. • Social cohesion: Learners design charts/posters depicting factors that promote healthy cultural relationships and global interconnectedness. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Learners use Religious Education knowledge as they brainstorm on African Socialism, <i>Ubuntu</i> and <i>Ujamaa</i> practices as aspects of cultural globalization. 				

- Learners apply English, Kiswahili and Kenya Sign Language skills as they debate on the role of international cultural exchange in promoting global citizenship.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore the role of citizens in constitution-making process.	Learner explores the role of citizens in constitution-making process with illustrations.	Learner explores the role of citizens in constitution-making process.	Learner explores the roles of citizens in constitution-making process omitting minor details.	Learner explores the role of citizens in constitution-making process omitting major details.
Ability to illustrates the role of political parties in democratic governance	Learner illustrates the role of political parties in democratic governance distinctively.	Learner illustrates the role of political parties in democratic governance.	Learner illustrates the roles of political parties in democratic governance with minor unclear.	Learner illustrates the role of political parties in democratic governance with major unclear.
Ability to examine human rights of special groups for promotion of social justice and inclusivity.	Learner examines human rights of special groups for promotion of social justice and inclusivity with examples.	Learner examines human rights of special groups for promotion of social justice and inclusivity.	Learner examines human rights of special groups for promotion of social justice and inclusivity Partly.	Learner examines human rights of special groups for promotion of social justice and inclusivity with support.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine African cultural practices in promoting a common humanity.	Learner examines African cultural practices in promoting a common humanity citing examples.	Learner examines African cultural practices in promoting a common humanity.	Learner examines African cultural practices in promoting a common humanity with a few unclear.	Learner examines African cultural practices in promoting a common humanity with many unclear.
Ability to explore ways of preserving cultural elements that promotes global citizenship.	Learner comprehensively explore sways of preserving cultural elements that promotes global citizenship.	Learner explores ways of preserving cultural elements that promotes global citizenship.	Learner explores ways of preserving cultural elements that promotes global citizenship omitting minor ideas.	With assistance learner explores some ways of preserving cultural elements that promotes global citizenship omitting major ideas.
Ability to enumerate factors that promote healthy cultural relationships and global interconnectedness.	Learner enumerates the factors that promote healthy cultural relationships and global interconnectedness using examples and no errors.	Learner enumerates factors that promote healthy cultural relationships and global interconnectedness.	Learner enumerates factors that promote healthy cultural relationships and global interconnectedness with minor errors.	Learner enumerates factors that promote healthy cultural relationships and global interconnectedness with major errors.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification</p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues
Milestone 2	<p>Designing a solution</p> <p>Learners create an intervention to address the challenge identified.</p>

Milestone 3	<p>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</p>
Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>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</p>
Milestone 6	<p>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.</p>

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

Assessment of CSL integrated Project

Assessment for the integrated CSL group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Social Studies and Career development	1.1 Pathway Choices 4 lessons	a) Oral questions b) Written tests c) Project work d) Observation	<ul style="list-style-type: none"> ● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources ● Internet ● Library resources 	<ul style="list-style-type: none"> ● Watching documentaries
	1.2 Pre-career Support Systems 4 lessons	a) Oral questions b) Written tests c) Project work d) Observation	<ul style="list-style-type: none"> ● Resource persons ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Debates on career paths ● Composing articles on career paths
2.0 Community Service Learning	<ul style="list-style-type: none"> ● Class project ● 8 lessons 			

3.0 People and Population	3.1 Socio – Economic Practices of Early Humans (6 Lessons)	a) Oral questions b) Written tests c) Project work d) Observation	<ul style="list-style-type: none"> ● Resource persons ● Maps ● Digital resources ● Charts, marker pens ● Approved text books and other printed resources ● Internet ● Library resources ● Museums ● Artefacts 	<ul style="list-style-type: none"> ● Model stone tools used by early humans. ● Composing and singing songs/poems on Africa as birth place of human technology. ● creating posters or communication messages or videos on Africa as birth place of human technology.
	3.2 Indigenous Knowledge Systems in African society (8 lessons)	a) Oral questions b) Observations c) Written tests	<ul style="list-style-type: none"> ● Digital resources ● Map of Africa ● Marker pens ● Manilla papers ● Stickers/Flash cards ● Internet resources ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Engage a resource person on how indigenous knowledge systems were used in the traditional African society. ● Collect materials/forms of Indigenous Knowledge Systems in Africa.
	3.3 Poverty Reduction (6 Lessons)	a) Oral questions b) Written tests c) Observations	<ul style="list-style-type: none"> ● Chart ● Audio visual ● Maps ● Photographs ● Internet 	<ul style="list-style-type: none"> ● Compose and sing a song on importance of sustainable use of available resources.

	3.4 Population Structure (8 Lessons)	a) Oral questions b) Observation c) Written tests d) Checklists	<ul style="list-style-type: none"> ● Digital resources ● Flip charts ● Manila papers ● Maps ● Internet ● Approved text books 	<ul style="list-style-type: none"> ● Design posters / models of population structure in Africa.
	3.5 Peaceful Conflict Resolution (8 lessons)	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	<ul style="list-style-type: none"> ● Digital resources ● Flip charts ● Manilla papers ● Approved text books and other printed resources ● Resource Person 	<ul style="list-style-type: none"> ● Role-playing social values of various cultural groups. ● Conducting a civic dialogue with community members about the importance of peaceful conflict resolution ● Participate in drama and music on peace in the community. ● Organise and participate in activities to interact with Learners from different backgrounds/communities. ● Organise and participate in talent shows and Intercultural fairs on peace.

	3.6 Healthy relationships (4 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist 	<ul style="list-style-type: none"> ● Digital resources ● Flip charts ● Manilla papers ● Approved text books and other printed resources ● Resource Person 	<ul style="list-style-type: none"> ● Organize forums to create awareness on barriers to healthy relationships
4.0 Natural and Historic Built Environments	4.1 Topographical Maps (10 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records g) Checklist 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● Photographs, pictures ● Vetted digital resources ● Library ● TV/video/films/slides/ Internet sources ● Display boards 	<ul style="list-style-type: none"> ● Drawing a sketch map of the school and show all human activities.

	<p>4.2 internal Land Forming Processes (8 lessons)</p>	<p>a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist</p>	<ul style="list-style-type: none"> ● Local and extended environment ● Realia ● Maps/Globe ● Photographs, pictures and paintings ● Vetted digital resources, educational computer games ● Approved textbooks and other printed resources ● Library ● TV/video/films/slides/ Internet sources ● Display boards 	<ul style="list-style-type: none"> ● Sketch diagrams on landforms in the school compound. ● Engage with a resource person on the formation of selected features due to faulting in the environment (<i>Rift Valley, Escarpments and Block Mountains</i>) and write short notes. ● Making a model of the internal structure of the earth.
	<p>4.3 Multi – Purpose River Projects in Africa (8 Lessons)</p>	<p>(a) Oral questions (b) Written tests (c) Observations</p>	<ul style="list-style-type: none"> ● Map of Africa ● Internet ● Photographs ● Resource persons 	<ul style="list-style-type: none"> ● Conduct a field study of a river in the neighbourhood to determine the most appropriate river project which can be undertaken.

	<p>4.4 Management and Conservation of the Environment (8 Lessons)</p>	<p>a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Project Work</p>	<ul style="list-style-type: none"> • Local and extended environment • Realia • models • Maps/globe • Photographs, pictures and paintings • Internet sources • Vetted digital resources, • Educational computer games • Approved textbooks and other printed resources 	<ul style="list-style-type: none"> • Develop themes for music festival on ways of managing and conserving the environment. • Undertake a project in groups on waste management in the school neighborhood: • identify wastes in the school neighbourhood, • establish reasons for lack of proper waste disposal in the school neighbourhood, • outline effects of wastes on the school neighbourhood environment, • propose ways of proper waste disposal in the school neighbourhood. • Develop a poster to inform the community members on proper waste disposal in the environment.
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	<p>4.5 World Heritage Sites in Africa</p> <p>(6 Lessons)</p>	<p>a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio f) Anecdotal records g) Checklists</p>	<ul style="list-style-type: none"> • Local and extended environment • Realia • Maps • Photographs, pictures and paintings • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • TV/video/films/slides/Internet source • Display boards 	<ul style="list-style-type: none"> • Compose and sing songs and or recite poems on the importance of world heritage sites in Africa. • Model a map of Africa showing the world heritage sites.
<p>5.0 Political Developments and Governance</p>	<p>5.1The Constitution of Kenya</p> <p>(8 Lessons)</p>	<p>a) Oral questions b) Observations c) Written tests</p>	<ul style="list-style-type: none"> • Digital resources • Flip charts/Manilla papers • Internet sources 	<ul style="list-style-type: none"> • Develop a class constitution and share in school.

	<p>5.2 Civic Engagement in Governance (6 Lessons)</p>	<p>a) Oral questions b) Observations c) Written tests</p>	<ul style="list-style-type: none"> ● Posters ● Flip charts/ Manilla papers ● Resource person ● Approved text books and other printed resources ● The Constitution of Kenya 	<ul style="list-style-type: none"> ● Create awareness on election processes in the community barazas.
	<p>5.3 Kenya's Bill of Rights (8 Lessons)</p>	<p>a) Oral questions b) Observations c) Written tests</p>	<ul style="list-style-type: none"> ● Internet ● Flip charts/Manilla papers ● Masking tapes marker pens/pencils ● TV/Video ● Approved text books and other printed resources ● The Constitution of Kenya 	<ul style="list-style-type: none"> ● Create plays and songs on protection of the rights of special groups (refugees, migrants and the elderly). ● Organise walks to sensitise the community on protection of special groups (refugees, migrants and the elderly). ● Establish gardens and nature trails dedicated to special groups (refugees, migrants and the elderly). ● Perform drama and music on human rights and fundamental freedoms in the Constitution of Kenya in the community.

	<p>5.4 Cultural Globalization (6 Lessons)</p>	<p>a) Oral questions b) Observations c) Written tests d) Journaling</p>	<ul style="list-style-type: none"> • Posters • TV/Video • Approved text books • Flip charts/ manilla papers • Approved text books and other printed resources • The Constitution of Kenya 	<ul style="list-style-type: none"> • Participate in activities to preserve cultural elements which promote responsible global citizenship.
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