JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES FOR LEARNERS
WITH PHYSICAL IMPAIRMENT

GRADE 7

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *'to develop curriculum and curriculum support materials'* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4, 5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the curriculum designs for learners with Physical Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Physical Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Physical Impairment will be a significant milestone towards realization of the curriculum mission 'Nurturing Every Learner's Potential'.

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

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

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Braille skills	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i)   **Foster nationalism and patriotism and promote national unity.**

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

ii)   **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

    a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

    b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

    c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii)   **Promote individual development and self-fulfilment**

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

iv)   **Promote sound moral and religious values.**

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

v) **Promote social equality and responsibility.**

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

vi) **Promote respect for and development of Kenya's rich and varied cultures.**

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

vii) **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. **Promote positive attitudes towards good health and environmental protection.**

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

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the 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. Practice 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 including aspects of History, Geography and Citizenship. It is the study of change and development in society over time. It enables the learner to understand and evaluate how past human action has an impact on the present and how it influences the future. It also involves the study of the natural and historic built environments. It examines both physical and human processes over space and time. It encourages civic responsibility andresponsible leadership, including raising current social and environmental concerns. It prepares the learner for local, national, regional and global responsibility. The subject aims at providing the learner with knowledge, skills, values and attitudes necessary for good character formation to enable him or her to live harmoniously in the family and society. The main theme of Social Studies is 'Living Together'. Social Studies will enable 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.

Social Studies highlights essential functions of education related to the formation of citizenship and promotion of social cohesion. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related tothe civic, social and political socialization function of education. The purpose of Social Studies is to enable the learner to make informed decisions for the public good as a citizen of a culturally diverse democratic society. It deals with people, interpersonal relationships, and their culture and how they relate to natural and historic built environments. The environment contains resources that enable people to survive. As people live together, they establish systems of governance. Social Studies enables the learner to gain understanding of basic principles of national values, democracy, social, economicand political developments. Further, Social Studies facilitate the learners to gain a realization of their place, privileges, rights and responsibilities as citizens at local, national, regional and global levels.

Social Studies is anchored on the tenets of the Constitution of Kenya, 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 Africa Agenda 2063 and the Strategic Objective 10, of the Continental Education Strategy for Africa 2016-2025 which envision "an integrated, prosperous and peaceful Africa". In addition, Social Studies addresses the 2017 AU Ministers of Education decision to integrate General History of Africa in School Curricula and aspirations of SDG 4: target 7 and Goal 16.

Theories of learning such as Jean Piaget's theory of cognitive development, Lawrence Kohlberg theory of moraldevelopment, 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 Secondary School, the learner should be able to:

1. Demonstrate an understanding of historical concepts, historical sources and evidence for development of identity andsense belonging.
2. Appreciate and be proud of the Kenyan cultural heritage and be willing to further develop, preserve and share itglobally.
3. Contribute to construction and advancement of the social, economic and political development necessary for learningand living.
4. Develop and apply values and basic principles of democracy, governance, human rights and roles as a responsiblecitizen.
5. Cultivate respect and appreciation for diversity and differences that contribute to international understanding formutual social responsibility.
6. Understand the value of environment, resources and their influence on human activities to use, manage andconserve for sustainable development.
7. Contribute to the management of contemporary and pertinent issues as informed, engaged, ethical and responsivecitizen.
8. Develop and apply social research and digital literacy competencies to interpret phenomena for problem solving insociety

STRAND 1.0: SOCIAL STUDIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key InquiryQuestion(s)
1.0 Social Studies	**1.1 Career and Entrepreneurial Opportunities inSocial Studies (3 Lessons)**	**By the end of the sub-strand,the learner should be able to:** a) analyse importance of Social Studies for personal development and service tohumanity b) explore career opportunities related toSocial Studies in Kenya and globally c) examine entrepreneurial opportunities for Social Studies in society d) apply appropriate strategiesfor addressing gender stereotypes associated withcareer choices and entrepreneurial opportunities in Social Studies e) recognise biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in socialstudies f) demonstrate respect for one's gender identity in pursuit of Social Studies careers and entrepreneurialopportunities g) appreciate the role of Social Studies for promotion of social cohesion.	**Learner is guided to:** • Brainstorm on the importance of Social Studies for personal development service tohumanity. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher, sign, use total communication or use the multipurpose communication board to give their responses. • Use print or digital resources to explore careers in Social Studies in Kenya and globally. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features, be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. They could also be provided with appropriate assistive technology such as page turners during this experience.	1. How do careersand entrepreneurial opportunities emanating fromSocial Studies serve self and humanity? 2. How can we demonstrate respect for one's gender identity inpursuit of career and entrepreneurial opportunities in Social Studies?

			• Create a list of careers in History, Geography and Citizenship education from a list ofuniversity career options. • Discuss suitablecareers in socialstudies. Apply the adaptations for speech in this experience and subsequent ones where the use of speech is involved. • Initiate and develop class rules that discourage gender stereotypes in career choices. • Brainstorm on entrepreneurial opportunities forSocial Studies in society. • Create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to create the posters. Learners with mobility difficulties could be	

			supported by peers, learner support assistant or teacher to display the posters.	

Core Competencies to be developed:

- Citizenship as learners initiate and develop class rules that discourage gender stereotypes in career choices.
- Communication and Collaboration as learners brainstorm on the importance of Social Studies for personal development and service to humanity.
- Critical Thinking and Problem Solving as learners initiate and develop class and club rules that discourage gendersterotypes.
- Self-efficacy as learners discuss suitable careers and hold peer led symposia on careers in Social Studies.
- Learning to learn as learners participate in talks by resource persons about prevention of gender stereotypes associated with careers, in mentorship and job shadowing sessions on Social Studies careers and sensitization sessions on career choices during career education weeks in schools.

Pertinent and Contemporary Issues (PCIs):	**Values:**
- Self-awareness as learners identify suitable careers in social studies. - Gender awareness as learners address gender stereotypes associated with career choices in school and the community. - Decision making as learners explore careers and entrepreneurial opportunities related to Social Studies. - Analytical thinking Skills as learners apply appropriate strategies for addressing gender stereotypes associated with career choices in school and the community.	- Unity as learners brainstorm and share on the importance of Social Studies for personal development service to humanity. - Patriotism as learners initiate and develop class rules that discourage gender stereotypes in career choices. - Respect as learners demonstrate respect for one's gender identity in daily interactions regardless of sociocultural perspectives. - Peace as learners recognise and respect biological differences devoid of stereotypes in career choices in Social Studies. - Integrity as learners initiate and develop class and club rules that discourage gender stereotypes.

Link to other Subjects:

- Computer Science as learners use digital resources to explore careers in Social Studies in Kenya and globally.
- Life Skills Education as learners identify possible careers that they may take in the Social Studies field and participate in mentorship and job shadowing sessions on Social Studies careers.
- Pre-Technical and Pre- Career Studies as learners use print or digital resources to explore careers in Social Studies in Kenya and globally.
- Business Studies as learners brainstorm on entrepreneurial opportunities in Social Studies.
- Hindu Religious Education, Islamic Religious Education and Christian Religious Education as leaners promote human dignity and equality before God and value biological differences devoid of gender stereotypes.

• Kenyan Sign Language, Kiswahili and English as learners develop communication messages and create talking walls with slogans on gender equity and careers.	
Non formal Activities to support Learning: • Develop class rules that discourage gender stereotypes in clubs. • Hold peer led symposia on careers and entrepreneurial opportunities in Social Studies. • Participate in talks by resource persons aboutprevention of gender stereotypes associated with careers. • Participate in mentorship and job shadowing sessions on careers and entrepreneurial opportunities in Social Studies.	**Suggested Modes/ Tools of Assessment:** Oral Questions, Teacher made tests, Observation, Portfolio, Anecdotal Records and Checklist
Suggested Learning Resources: • Approved textbooks and other printed resources • Photographs, pictures • Vetted and adapted digital resources • Library • TV/video/films/slides/ Internet sources • Display boards • Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs. • Multipurpose communication boards Human resource (learner support assistant)	

Assessment Rubric				
Criteria	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Analysing importance of Social Studies for personal development and service to humanity	Analyses and illustrates importance of Social Studies for personal development and service to humanity.	Analyses importance of Social Studies for personal development and service to humanity.	Describes the importance of Social Studies for personal development and service to humanity.	Lists the importance of Social Studies for personal development and service to humanity.

Exploring career opportunities related to Social Studies in Kenya and globally.	Analyses career opportunities related to Social Studies in Kenya and globally.	Explores career opportunities related to Social Studies in Kenya.	Outlines career opportunities related to Social Studies in Kenya and globally.	Mentions career opportunities related to Social Studies in Kenya and globally.
Examining Entrepreneurial opportunities for Social Studies in Society	Investigates entrepreneurial opportunities for Social Studies in society.	Examines entrepreneurial opportunities for Social Studies in society.	Classifies entrepreneurial opportunities for Social Studies in society.	States entrepreneurial opportunities for Social Studies in society.

STRAND 2.0: NATURAL AND THE BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question (S)
2.0 Natural and Historic Built Environments in Africa	**2.1 Maps and Map Work (5 Lessons)**	**By the end of the Sub-strand,the learner should be able to:** a) describe the position, shapeand size of Africa b) identify the countries thatmake up the African continent c) use latitudes and longitudesto locate places and featureson a map d) calculate the time of different places in the worldusing longitudes e) distinguish pictures, plans and maps as used in socialstudies f) examine the three types ofmaps used in social studies g) recognize the importance ofmaps in day to day lives.	**Learner is guided to:** • Brainstorm in groups, the position, shape and size of Africa and share in class. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant or teacher, sign, use total communication or use the multipurpose communication board to give their responses. • Brainstorm in groups the countries that make up Africaand display in class. Apply the adaptation above on speech in this experience. • Draw, trace or copy an outline map of Africa and indicate the countries that make up Africaand display in class. Learners with manipulation difficulties could use alternative functional parts of the body, appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book	1. How do we locate places and features ona map? 2. How are latitudes and longitudes useful in day to day lives?

			holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw the outline map. Learners with mobility difficulties could be supported by peers, learner support assistant or teacher to display the drawn maps. • Use relevant print media or digital devices to establish the position and location of places and features on a map. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Practice calculating timeof different places using longitudes. • Using pictures, plans and maps differentiate thethree as used in Social Studies. • Research on the three types of maps used in Social Studies and	

			make summary notes. *(Topographicalmaps, Sketch maps and Atlas Maps)* Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write, stamp or type and print the summary notes. • Discuss in purposive groupsthe uses of different types ofmaps and present in class. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant or teacher. They could also sign or use the multipurpose communication board to give their responses.	

Core competencies to be developed:
- Citizenship as learners take pride and have a sense of belonging to Kenya while describing the location and position of Kenya in Africa.
- Communication and Collaboration as learners discuss in groups use of different types of maps and present in class.
- Digital Literacy as learners use digital devices to establish the position and location of places and features on a map.
- Critical thinking and problem solving as learners use latitudes and longitudes to locate places and features on a map.
- Self-efficacy as learners draw an outline map of Africa and indicate the countries that make up Africa for display inclass.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Social cohesion as learners brainstorm in groups, the position, shape and size of Africa and share in class. • Environmental Education as learners use latitudes and longitudes to locate the position of places and features on a map. • Self-esteem as learners use longitudes correctly to calculate time of different places in the world.	• Responsibility as learners research on the three types of maps used in Social Studies and make summary notes. • Patriotism as learners draw an outline map of Africa and indicate the countries that make up Africa and display in class. • Unity as they work in groups to brainstorm the position, shape and size of Africa and share the points in class.

Link to other Subjects:
- Computer Science as learners use digital devices to establish the position and location of places and features on a map.
- Mathematics as learners use longitudes to calculate time of different places in the world.
- English, Kiswahili and Kenyan Sign Language as learners brainstorm in groups, the position, shape and size of Africa and share their ideas in class.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Drawing a sketch map of the school compound.	Oral Questions, Teacher made tests, Observation, Portfolio, Anecdotal Records and Checklist

Suggested Learning Resources:
- 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
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
- Multipurpose communication boards

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	ApproachesExpectation	Below Expectation
Calculating time of different places in the world using Longitudes	Calculates time and locates different places in the world using Longitudes.	Calculates time of different places in the world using Longitudes.	Estimates time of different places in the world using Longitudes.	Estimates time of different places in the world using Longitudes with prompts.

Distinguishing pictures, plans and maps as used in Social Studies	Analyses pictures, plans and maps as used in Social Studies.	Distinguishes pictures, plans and maps as used in Social Studies.	Classifies pictures, plans and maps as used in Social Studies.	Identifies pictures, plans and maps as used in Social Studies.
Examining the three types of maps used in Social Studies	Analyses the three types of maps used in Social Studies.	Examines the three types of maps used in Social Studies.	Examines two types of maps used in Social Studies.	Examines one type of map used in Social Studies.

Strand	Sub-strand	Specific LearningOutcomes	Suggested LearningExperiences	Key Inquiry Question (S)
2.0 Natural and the Built Environments in Africa	**2.2 The Earth and the Solar system** **(5 Lessons)**	**By the end of the Sub-strand, the learner shouldbe able to:** a) describe the origin, size, shape and position of the earthin the solar system b) examine the effects ofrotation and revolution of the earth on human activities c) illustrate the internalstructure of the earthin the solar system d) appreciate the effectsof rotation and revolution of the earth on human activities	**Learner is guided to:** • Share stories on the origin of the earth from their communities. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board as they share the stories. • Use relevant print or digital resources to find out about the theories explaining theorigin of the earth. (*the Passing star theory and the Nebula theory)* Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should	1. How did the earth come into being? 2. Why is it important to understand the solar system?

			be controlled for learners with epilepsy and those with visual difficulties. • Use print or media resources to brainstorm in groups, size, shape and position of the earth in the solar system. Apply the adaptation above on use of print or media resources in this experience. • Do library research on effects of rotation andrevolution of the earthon human activities. • Draw, trace or copy the solar system and indicate the position of the earth as the home of human kind. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw. • Model the solar systemand show the position of the earth and displayin class. Learners with manipulation difficulties could be supported by peers or learner	

			support assistant to make and display the model.
			• Draw the internal structure of the earth and display in class. (Core, mantle and *crust).* Apply the adaptation on drawing above. Learners with mobility difficulties could be supported by peers, learner support assistant or teacher to display their drawings.

Core competencies to be developed:
- Learning to learn as learners do library research on the position of the earth in the solar system and write shortnotes.
- Self-efficacy as learners model the solar system and show the position of the earth and display in class.
- Citizenship as learners draw the solar system and indicate the position of the earth as the home of human kind.
- Creativity and Imagination as learners model the solar system and show the position of the earth and display in class.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Environmental Education as learners examine the effects of rotation and revolution of the earth on human activities. • Social cohesion as learners share stories on the origin of the earth from their communities.	• Respect as learners share stories on the origin of the earth from their communities. • Patriotism as learners draw the solar system and indicate the position of the earth as the home of human kind. • Unity as learners brainstorm in groups on the origin, size, and shape of the earth and share the findings in class.

Link to other Subjects:
- Integrated Science as learners explain the origin, size, shape and position of the earth in the solar system.
- English, Kiswahili and Kenyan Sign Language as learners do library research on the position of the earth in the solar system and write short notes.
- Computer Science as learners use digital resources to find out about the theories explaining the origin of the earth (*the passing star theory and the Nebula theory).*

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
Making a model of the internal structure of the earth.	Oral Questions, Teacher made tests, Observation, Portfolio and Project Work

Suggested Learning Resources:

- Local and extended environment
- Realia
- Maps/globe
- Photographs,pictures and paintings
- Internet sources
- Vetted digital resources, educational computer games
- Approved textbooks and other printed resources
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
- Human resource(Learner support assistant)

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the origin, size, shape and position of the earth in the solar system	Examines the origin, size, shape and of the position of earth in the solar system.	Describes the origin, size, shape and position of the earth in the solar system.	Outlines the origin, size, shape and position of the earth in the solar system.	Identifies the origin, size, shape and position of the earth in the solar system.
Examining the effects of rotation and revolution of the earth on human activities	Analyses the effects of rotation and revolution of the earth on human activities.	Examines the effects of rotation and revolution of the earth on human activities.	Distinguishes the effects of rotation and revolution of the earth on human activities.	Lists the effects of rotation and revolution of the earth on human activities.
Illustrating the internal structure of the earth in the solar system	Models the internal structure of the earth in the solar system.	Illustrates the internal structure of the earth in the solar system.	Sketches the internal structure of the earth in the solar system.	Sketches the internal structure of the earth in the solar system with prompts.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question(s)
2.0 Natural and the Built Environments In Africa	**2.3. Weather (5 Lessons)**	**By the end of the Sub-strand, the learner shouldbe able to:** a) describe the elements of weather in the environment b) analyse and interpretdata on weather conditions in the environment c) explain the factors considered when sitinga weather station d) construct selected instruments for measuring elements ofweather e) examine the significance of weatherto human environment f) respond appropriatelyto different weather conditions in the environment.	**Learner is guided to:** • Use relevant print or digital resources to describe the elementsof weather in the environment. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features, be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Use appropriate print,media or digital resources to analyseand interpret data on weather conditions inthe environment. Apply the adaptation on use of digital and print resources above in this experience. • In purposive groups, record and calculate weather conditions in the local environment *(temperature, rainfall).* • Demonstrate how to site a weather station in the school compound. This activity could be carried out in purposive groups to support learners with manipulation and mobility difficulties. Ensure the safety of the learners as they move out and take part in this activity. • In purposive groups use locally available materials toconstruct selected instruments for measuring elements of weather (a *rain*	1. Why are environmental weather elements important? 2. How can we predict change in weather conditions?

			gauge/ wind vane/windsock) and peer assess. Learners could be assigned roles according to individual ability levels in this activity. Ensure the safety of the learners as they manipulate the tools and materials. • In purposive groups brainstorm on significance of weather to human environment and how to appropriately change to varied weather conditions.	

Core Competencies to be developed:
- Communication and collaboration as learners describe the elements of weather, compose and sing songs or recite poems on the significance of weather to the human environment.
- Self-efficacy as learners accurately measure, calculate, analyse and present weather data.
- Learning to learn as learners work in pairs and/ or in groups to measure, record, analyse and interpret weather data.
- Digital literacy as learners use appropriate digital resources to describe elements of weather, analyse and interpret data on weather conditions.
- Creativity and imagination as learners construct selected weather instruments.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Safety and security as learners acquire knowledge on weather elements and respond appropriately to different weather conditions and as they construct the weather instruments in the environment. • Decision making as learners make informed decisions based on the analysis and interpretation of weather data. • Critical thinking skills as learners construct weather instruments from locally available materials.	• Responsibility as learners carefully handle instruments for measuring weather elements, analyse and interpret weather data using digital resources. • Respect and love for one another as learners work in groups to construct weather instruments. • Social cohesion as learners compose and sing songs or recite poems on the significance of weather to human activities. • Unity as learners in groups brainstorm on significance of weather on human environment and how to appropriately adapt to varied weather conditions.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners describe the elements of weather, recite poems, compose and sing songs on the significance of weather to human environment.
- Mathematics as learners work in pairs to record and calculate weather data.
- Computer Science as learners use relevant digital resources to describe, analyse and interpret data on the elements of weather in the environment.
- Visual Arts as they construct instruments for measuring elements of weather (*rain gauge, wind vane or windsock).*
- Performing Arts as learners compose and sing songs or recite poems on the significance of weather to humanenvironment.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
Working in groups to construct a weather instrument of their choice using the locally available materials and displaying in class.	Oral Questions, Teacher made tests, Observation, Project Work, Portfolio, Anecdotal records, Checklists

Suggested Learning Resources:
- Local and extended environment
- Realia
- Maps
- Photographs,pictures and paintings
- Vetted digital resources, educational computer games
- Approved text books and other printed resources
- TV/video/films/slides/ Internet source
- Display boards
- Assorted cutting and measuring tools
- Human resource (learner support assistant)

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Analysing and interpreting dataon weather conditions	Analyses and interprets data on weather conditions giving examples.	Analyses and interprets data on weather conditions.	Analyses and interprets data on weather conditions with prompts.	Records data on weather conditions.

Explaining the factors considered in siting a weather station	Evaluates the factors considered in siting a weather station.	Explains the factors considered in siting a weather station.	Outlines the factors considered in siting a weather station.	States factors considered in siting a weather station.
Examining the significance of weather to human environment	Assesses the significance of weather to human environment.	Examines the significance of weather to human environment.	Outlines the significance of weather to human environment.	States the significance of weather to human environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question(s)
2.0 Natural and Built Environment Africa	**2.4 Historical Information (4 Lessons)**	**By the end of the Sub-strand,the learner should be able to**: a) identify various sources ofhistorical information in the society b) distinguish between primary and secondarysources of historical information c) explore how various sources of historical information have been preserved over the years d) assess the significance of various sources of historicalinformation in providing evidence of past human accounts	**Learner is guided to:** • Use appropriate print,media or digital resources to find outsources of historical information in the society and share in class. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features, be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Design posters on primary and secondary sources of historical information in the society and display in class. Learners with manipulation difficulties could use alternative functional parts of the body, appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to design the posters.	1. How does thepast shape thepresent and future? 2. How significantare sources of historical information in understanding past human accounts?

| | | e) recognize sources of historical information in understanding past human accounts
f) acknowledge the use of various sources of historical information in the study of the past. | • Discuss ways of preserving sources of historical information. Apply the adaptation on use of speech in this and subsequent experiences where the use of speech is involved.
• Debate on the significance of various sources of historical information in providing evidence of past human accounts. | |

Core Competencies to be developed:
- Communication and Collaboration as learners debate on the significance of historical information.
- Digital Literacy as learners find out the sources of historical information using appropriate digital resources.
- Learning to learn as learners' debate on the significance of sources of historical information in providing evidence of past human accounts.
- Creativity and imagination as learners skilfully create posters on the sources of historical information and display them conveniently in class.

Pertinent and Contemporary Issues(PCIs):	**Values:**
• Self-esteem as learner's debate on the significance o f sources of historical information to the society. • Social cohesion as learners debate as a class on the significance of historical sources of information in the society. • Learning to live together as they debate on the significance of various sources of historical information in providing evidence of past human accounts.	• Patriotism as learners explore how the sources of historical information have been preserved. • Unity as learner's work together designing posters on primary and secondary sources of historical information and display them in class. • Responsibility as learners correctly use appropriate print, media or digital resources to find out sources of historical information and share the same in class.

Link to other Subjects:
- English /Kiswahili / Kenyan Sign Language as learners discuss, in small groups, sources of historical information in the society and debate on the significance of historical sources of information in the society.
- Visual Arts as learners design posters on primary and secondary sources of historical information in the society.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
• Conducting a library research on the sources of historical information. • Designing posters on sources of historical information and displaying.	Oral Questions, Teacher made tests, Observation, Project Work, Anecdotal records

Suggested Learning Resources:

- Local and extended environment
- Photographs,pictures and paintings
- TV/video/films/slides/ Internet sources
- Vetted digital resources, educational computer games
- Approved textbooks and other printed resources
- Resource persons
- Artefacts
- Museum, Monuments, Cultural and historical sites
- Newspaper cuttings
- Libraries
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
- Human resource(learner support assistant, a scribe)

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying sources of historical information in the society	Assesses sources of historical information in the society.	Identifies sources of historical information in the society.	Lists sources of historical information in the society.	Mentions some sources of historical information in the society.
Exploring how sources of historical information have been preserved in the society	Analyses how sources of historical information have been preserved in the society	Explores how sources of historical information have been preserved in the society.	Outlines how sources of historical information have been preserved in the society.	Mentions how sources of historical information have been preserved in the society.
Assessing the significance of various sources of historical information in providing evidence of past human accounts	Dissects the significance of various sources of historical information in providing evidence of past human accounts.	Assesses the significance of various sources of historical information in providing evidence of past human accounts.	Explains the significance of various sources of historical information in providing evidence of past human accounts.	Lists the significance of various sources of historical information in providing evidence of past human accounts.

STRAND 3.0: PEOPLE AND POPULATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
3.0 People and Population	**3.1 HumanOrigin** **(4 Lessons)**	**By the end of the Sub-strand,the learner should be able to:** a) explore traditional stories of human originfrom selected African communities b) explain the religious stories about the originof humankind c) examine factors provingthat Africa is the cradle of humankind d) record traditional storiesabout the origin of humankind in society e) appreciate the various stories of human originfor self-identity	**Learner is guided to:** • Engage a resource person to discuss the traditional and religious stories on human origin. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the discussion. • In purposive groups, learners compare the different stories on human origin. • Write essays on humanevolution in Africa. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write, type and print the essays. • Watch video clip on featuresproving that Africa is the cradle of human kind and take notes. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with	1. Where did we come from? 2. Why is Africathe cradle of Humankind?

			scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning For the learner with epilepsy and those with visual difficulties, adjust light intensity /control (glare) on the digital devices (video) to suit their individual needs.	
			- Write a collaborative essay on traditional and religious stories of human origin. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write, type and print/share the essays. - Use relevant print and electronic media resources toexplain why Africa is the cradle of humankind. Apply the adaptation on use of print and electronic resources in this experience. - Brainstorm on factors proving that Africa is the cradle of humankind. Apply the adaptations on use of speech in this and subsequent experiences where the use of speech is involved. - Discuss ways of recording traditional stories about the origin of humankind in society. - Develop in purposive groups communication messages on Africa	

			as thecradle of humankind. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to develop the communication messages.	

Core Competencies to be developed:
- Communication and Collaboration as learners work together in groups to compare different stories on human origin.
- Creativity and Imagination as learners engage with a resource person to discuss the traditional and religious storieson human origin.
- Digital Literacy as learners use electronic media resources to search for information on human origin.
- Critical thinking and problem solving as learners brainstorm on factors proving that Africa is the cradle of humankind.

Pertinent and Contemporary Issues (PCIs):	**Values:**
- Self-esteem as learners work in groups to compare different stories on human origin. - Social Cohesion as learners use relevant print and electronic media resources to explain why Africa is the cradleland of humankind. - Citizenship as learners identify with the information on traditional myths in the community on human origin.	- Responsibility as learners work in groups to compare different stories on human origin. - Patriotism as learners share stories about human origin in their communities. - Unity as learners work in groups to compare the different stories on human origin. - Respect as learners engage a resource person to discuss the traditional and religious stories on human origin.

Link to other Subjects:
- English, Kiswahili, Kenyan Sign Language and Indigenous languages as learner's converse and document facts emerging from the discussions.
- Computer Science as learners use digital devices to search for information about human origin.
- IRE, HRE and CRE as learners engage a resource person to discuss the traditional and religious stories on human origin.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
- Creating posters or communication messages or videos on human origin and sharing with the school community. - Debating on factors proving that Africa is the cradle of humankind. - Visiting the museum/historical sites to view artefacts and casts of human origins.	Oral questions, Written tests, Project work, Observation

Suggested Learning Resources:
- Resource persons
- Maps
- Digital resources
- Charts, marker pens
- Approved text books and other printed resources
- Internet
- Library resources
- Museums
- Artefacts
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring the traditional stories of human origin from the selected African communities	Evaluates the traditional stories of human origin from the selected African communities.	Explores the traditional stories of human origin from the selected African communities.	Outlines the traditional stories of human origin from the selected African communities.	Mentions the traditional stories of human origin from the selected African communities.
Explaining the religious stories about origin of humankind	Critiques the religious stories about origin of humankind.	Explains the religious stories about origin of humankind.	Narrates the religious stories about origin of humankind.	Lists the religious stories about origin of humankind.

Examining factors proving that Africa is the cradle of humankind	Analyses factors proving that Africa is the cradle of humankind.	Examines factors proving that Africa is the cradle of humankind.	Outlines factors proving that Africa is the cradle of humankind.	States factors proving that Africa is the cradle of humankind.

Strand	Sub-Strand	Specific LearningOutcomes	Suggested LearningExperiences	Key Inquiry Questions
3.0 People and Population	3.2 Early Civilization (4 Lessons)	By the end of the sub-strand,the learner should be able to: a) explain the terms; state,kingdom and empire as used in Social Studies b) explore factors that led to growth of the selectedancient Kingdoms in Africa c) locate the selected ancient kingdoms on amap of Africa d) assess the contributionsof early African civilization to the modern world e) appreciate the contribution of early civilization to the development of modernworld.	Learner is guided to; • Use digital or print resources to researchon the terms; state, kingdom and empireas used in Social Studies. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties • Brainstorm factors which led to growth of ancient Egypt, Great Zimbabwe andKingdom of Kongo. • Use appropriate print or digital resources to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo on a map of Africa. Apply the adaptations on use of print and digital resources in this experience. • Discuss in purposive groups the	1. Why is it important to study early African civilization today? 2. How has early African civilization contributed to the development of modern world?

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			contributions of earlyAfrican civilization to the modern world. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the discussion.	
			• View an audio-visual documentary on the contribution of earlyAfrican civilization to the modern world. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. For the learner with epilepsy and those with visual difficulties, adjust light intensity /control (glare) on the digital devices (video) to suit their individual needs.	

Core Competencies to be developed:	
• Communication and collaboration as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.	
• Citizenship as learners use appropriate print or digital resources to locate ancient Egypt, Great Zimbabwe andthe Kingdom of Kongo on a map of Africa and discuss in groups the contributions of early African civilization to the modern world.	
• Digital Literacy as learners use appropriate digital devices to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo on a map of Africa.	
• Learning to learn as learners discuss in groups the contributions of early African civilization to the modern world.	

Pertinent and contemporary issues:	Values:
• Global citizenship as learners assess the contributions of early African civilization to the modern world.	• Responsibility as learners manipulate and care for the digital resources.
• Analytical thinking skills as learners brainstorm factors which led to growth of ancient Egypt, Great Zimbabwe and Kingdom of Kongo.	• Respect for each other's opinion as learners discuss in purposive groups the contributions of early African civilization to the modern world.
• Social cohesion as learners in groups explore factors that led to growth of the selected ancient Kingdoms in Africa.	• Love and unity as learners share the learning resources.

Link to other Subjects:	
• Computer Science as learners use digital devices to download map of Africa showing location Ancient Egypt,Great Zimbabwe and Kingdom of Kongo.	
• Kenyan Sign Language, English and Kiswahili as learners brainstorm on factors which led to growth ofAncient Egypt, Great Zimbabwe and Kingdom of Kongo.	

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
• Singing a song on theimportance of culturaldiversity in Africa.	Oral questions, Observations, Written tests
• Drawing and displaying charts on migration routes.	

Suggested Learning Resources:
• Digital resources
• Map of Africa
• Marker pens
• Manilla papers
• Stickers/Flash cards
• Internet resources
• Approved text books and other printed resources
• Multipurpose communication boards
• Human resource (learner support assistant)

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom	Evaluates factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Explores factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Outlines factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Mentions factors that led to growth of ancient Egypt, Great Zimbabwe and the Kongo Kingdom.
Assessing the contributions of early African civilization to the modern world	Analyses the contributions of early African civilization to the modern world.	Assesses the contributions of early African civilization to the modern world.	Summarizes the contributions of early African civilization to the modern world.	States the contributions of early African civilization to the modern world.

Strand	Sub-strand	Specific LearningOutcomes	Suggested LearningExperiences	Key Inquiry Question (S)
3.0 People and Population	**3.3 Social Organization of selected African Communities up to 1900** (4 Lessons)	**By the end of the Sub-strand, the learner shouldbe able to:** a) locate on a map of Africa the areas settled by the selected African communities b) describe the social organization of selected African communities up to 1900 c) compare the social organization of theselected African communities up to 1900 d) Value the Kenyan andAfrican rich cultural diversity among communities e) desire to appreciate and promote positive social interactionsamong various communities.	**Learner is guided to:** • Draw, trace or copy a map of Africa and indicate the areassettled by the selectedAfrican communities (The *Ogiek, Zulu, and Asante)*. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw the map. • Use print or digitaldevices to researchon social organization of selected African communities up to 1900 *(The Ogiek, Zulu, and Asante)*. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties.	1. How were African communities organized socially up to1900? 2. How can we promote positivesocial interactions among communities?

			- Brainstorm in purposive groups on the aspects of social organization of the selected African communities. - Debate on the differences and similarities in social organization of theselected African communities up to 1900. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the debate.	

Core Competencies to be developed:
- Communication and Collaboration as learners brainstorm the aspects of social organization of the selectedAfrican communities up to 1900.
- Learning to learn as they research on social organization of selected African communities up to 1900.
- Digital literacy as learners use digital devices to research on social organization of selected African communitiesup to 1900.
- Creativity and imagination as they draw a map of Africa and indicate the areas settled by the selected African communities (The *Ogiek, Zulu, and Asante).*

Pertinent and Contemporary Issues (PCI):	**Values:**
- Social cohesion as learners brainstorm in groups on the aspects of social organization of the selected African communities. - Integrity as they make responsible use of online resources during research. - Self-esteem as learners draw a map of Africa and indicate the areas settled by the selected African communities (The *Ogiek, Zulu, and Asante).*	- Respect as learners recognize each other's contribution as they debate on the differences and similarities in social organization of the selected African communities up to 1900. - Peace as learners brainstorm in groups on the aspects of social organization of the selected African communities. - Responsibility as learners research on social organization of selected African communities up to 1900 (The Ogiek, Zulu, Asante).

Link to other Subjects:
• English, Kiswahili, Kenyan Sign Language and Indigenous languages as learners brainstorm various aspects of social organization of African communities up to 1900.
• Computer Science as learners use digital devices to search for information on social organization of selected African communities.
• Visual Arts as learners draw a map of Africa and indicate the areas settled by the selected African communities   (The *Ogiek, Zulu, and Asante)*.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
• Reciting poems on importance of socialorganisation of the (Okiek, Shona and Asante). • Modelling aspects of social organization of selected communitiesin Africa up to 1900 (Okiek, Shona andAsante).	Oral questions, Observation, Written tests

Suggested Learning Resources:
• Digital resources
• Approved text books and other printed resources
• Museums
• Artefacts
• Resource person
• Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
• Multipurpose communication boards

Assessment Rubric				
Criteria	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Locating on a map of Africa the areas settled by the selectedAfrican communities	Locates on a map of Africa the areas settled by the selected African communities giving examples of the economic activities carried out.	Locates on a map of Africa the areas settled by the selected African communities.	Locates on a map of Africa some areas settled by the selected African communities.	Locates on a map of Africa some areas settled by the selected African communities with cues.

Describing the social organization of selected African communities up to 1900	Evaluates the social organization of selected African communities up to 1900.	Describes the social organization of selected African communities up to 1900.	Outlines the social organization of selected African communities up to 1900.	States the social organization of selected African communities up to 1900
Comparing the social organization of the selected African communities up to 1900	Assesses the social organization of the selected African communities up to 1900.	Compares the social organization of the selected African communities up to 1900.	Defines the social organization of the selected African communities up to 1900.	Names the social organization of the selected African communities up to 1900.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
3.0 People and Population	**3.4 Human Diversity and inclusion** **(4 lessons)**	**By the end of the Sub-strand, the learner should be able to:** a) identify personality attributes which make individuals different from others b) categorize desirable and undesirable personality attributes in a multi- cultural society c) investigate different components of human identity in a multicultural society d) apply inclusion in day today interactions e) show respect to others to promote social cohesion f) appreciate individual differences for social cohesion.	**Learner is guided to:** • Role play in class the unique personality attributes to enhance self-awareness. Learners could be assigned roles according to individual ability levels in this activity. • Research using appropriate print, library resources or digital devices on desirable and undesirable personality attributes in a multi- cultural society. Apply the adaptation for manipulation, use of digital and print media resources in this activity and the subsequent activity. • Find out from community members, library resources, print	1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

			or other relevant sources differentcomponents of human identity in a multiculturalsociety and share in class. • Debate on ways of applying inclusion in day to day interactions. Apply the adaptations on use of speech in this experience. • Compose and recite poems which propagate respect and appreciation of diversity to promote socialcohesion. Learners with speech difficulties could sign or mime the poem.	

Core Competencies to be developed:
- Self-efficacy as they research on desirable and undesirable personality attributes and present in class.
- Communication and Collaboration as learners brainstorm personality attributes which make individuals differentfrom others.
- Digital literacy as learners use digital devices to research on desirable and undesirable personality attributes in amulticultural society.
- Learning to learn as learners find out from community members, library resources, print or other relevant sources different components of human identity and share the information in class.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Self-esteem as learners compose and recite poems which propagate culture of respect among students and present in assembly once a term. • Self-awareness as learners role play in class the unique personality attributes to enhance self-awareness. • Decision making as learners categorize personality attributes into desirable and undesirable. • Social Cohesion as learners role play in class the unique personality attributes to enhance self-awareness.	• Respect as learners listen to each other as they brainstorm personality attributes which make individuals differentfrom others. • Unity as the learners role play in class the unique personality attributes to enhance self-awareness.

Link to other Subjects:
- Life Skills Education as learners brainstorm and categorize personality attributes into desirable and undesirable.
- English, Kiswahili and Kenyan Sign Language as learners brainstorm and share on personal attributes which make them different from others.
- Computer Science as learners use digital devices to research on desirable and undesirable personality attributes.
- Performing Arts as learners recite poems which propagate respect and appreciation of diversity.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
- Role-playing social values of various cultural groups. - Conducting a civic dialogue with community members about the importance of valuing cultural diversity.	Oral questions, Observation, Written tests, Checklists, Anecdotal records, Project

Suggested Learning Resources:
- Digital resources
- Flip charts/Manilla papers
- Approved text books and other printed resources

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Identifying personality attributes which make individuals different from others in school	Examines personality attributes which make individuals different from others in school.	Identifies personality attributes which make individuals different from others in school.	Lists personality attributes which make individuals different from others in school.	Names personality attributes which make individuals different from others in school.
Categorizing desirable and undesirable personality attributes in a multi-cultural society	Analyses desirable and undesirable personality attributes in a multi-cultural society.	Categorizes desirable and undesirable personality attributes in a multi-cultural society.	Define desirable and undesirable personality attributes in a multi-cultural society.	Names desirable and undesirable personality attributes in a multi-cultural society.
Investigating different components of human identity in a multi-cultural society	Connects different components of human identity in a multi-cultural society.	Investigates different components of human identity in a multi-cultural society.	Compares different components of human identity in a multi-cultural society.	Lists different components of human identity in a multi-cultural society.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Questions
3.0 People and Population	**3.5 Peace and Conflict Resolution (4 lessons)**	**By the end of the Sub-strand, the learner should be able to:** a) examine peace and conflict for personal wellbeing b) assess the contribution of personal peace to responsible citizenship c) examine personal characteristics that express a state of peace for mutual social wellbeing d) investigate various approaches that can promote one's inner peace for harmonious living e) promote peace at personal level for harmonious living f) recognize the significance of enhancing peace at the individual level.	**Learner is guided to:** • Find out the vernacular names for peace in theircommunities and share the information in class. • Compose and recite peace poems. • Brainstorm, in purposive groups, personal characteristicsthat express a state of peace and share with peers. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board to share their responses. • Brainstorm in purposive groups various approaches thatcan promote one's inner peace and the contribution of personal peace to responsible citizenship. Apply the adaptation above on use of speech. • Write down or type what they plan to do in order to improve inner peace and relations with their family, school or community. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write or type. They could also give their responses orally during this activity.	How can we promote peaceat a personal level for mutual social wellbeing?

Core Competencies to be developed:
- Citizenship as learners brainstorm in groups various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship.
- Self-efficacy as learners discuss personal characteristics that express a state of peace.
- Creativity and Imagination as learners brainstorm, in groups, personal characteristics that express a state of peace.
- Communication and Collaboration as learners brainstorm various approaches that can promote one's inner peace and the contribution of personal peace to citizenship.
- Critical Thinking and Problem Solving as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.

Pertinent and Contemporary Issues(PCIs):	**Values:**
- Self-awareness as learners find out the vernacular names for peace in their communities, share the information in class and discuss personal characteristics that express a state of peace. - Social Cohesion as learners write down what they plan to do in order to improve inner peace and relations with their family, school or community and apply various approaches that can promote one's inner peace. - Conflict Resolution and Negotiation as learners write down what they plan to do to improve inner peace and relationships with their family, school or community.	- Peace as learners apply various approaches that can promote one's inner peace and make the community better through their skills, strengths and ideas. - Respect as learners discuss personal characteristics that express a state of peace. - Unity as learners brainstorm in groups various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship. - Responsibility as learners find out the vernacular names for peace in their communities and share the information in class and write down what they plan to do in order to improve inner peace and relations with their family, school or community.

Link to other Subjects:
- Indigenous Languages as learners identify the vernacular names for peace in their communities and share the information in class.
- Life Skills Education as learners discuss personal characteristics that express a state of peace, explore various approaches that can promote one's inner peace and the contribution of personal peace to citizenship.
- Performing Arts as learners compose and recite poems on peace.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
- In groups compose and recite poems that promote inner peace. - Develop slogans and posters on inner peace.	Oral questions, Written tests, Portfolio, Project

Suggested Learning Resources:

- Digital resources
- Flip charts/manila papers
- Maps
- Internet
- Approved textbooks
- Multipurpose communication board

Assessment Rubric				
Criteria	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Assessing the contribution of personal peace to responsible citizenship	Analyses the contribution of personal peace to responsible citizenship.	Assesses the contribution of personal peace to responsible citizenship.	Mentions the contribution of personal peace to responsible citizenship.	Lists some of the contribution of personal peace to responsible citizenship.
Investigating various approaches that can promote one's inner peace for harmonious living	Critiques various approaches that can promote one's inner peace for harmonious living.	Investigates various approaches that can promote one's inner peace for harmonious living.	Discusses various approaches that can promote one's inner peace for harmonious living.	Lists some approaches that can promote one's inner peace for harmonious living.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question(s)

3.0 People and Population	**3.6 Slavery and Servitude (3 lessons)**	**By the end of the sub-strand, the learner should be able to:**
		a) identify the various forms of slavery and servitude in traditional African society
		b) explore the factors that led to development of the Indian Ocean slave trade
		c) describe the organization of Indian Ocean slave trade in 15th Century
		d) outline the various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century slave trade
		e) illustrate the geographical extent of the regions covered by Indian Ocean slave trade in Africa
		f) desire to promote human dignity for a just and peaceful world.
			Learner is guided to:
			• Brainstorm in groups on:
			  - Meaning of slavery and servitude.
			  - Various forms of slavery and servitude in traditional African society.
			Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during this activity.
			• Use print media or view a video clip to identify factors which led to development of Indian Ocean slave trade. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. For the learner with epilepsy and those with visual difficulties, adjust light intensity /control (glare) on the digital devices (video) to suit their individual needs.
				Why has slavery and servitude been existing for thousands of years?

			• Use print or digital resources to research on the organization of Indian Ocean slave trade. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Debate on various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century. Apply the adaptations on use of speech in this activity. • Use appropriate print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa. Apply the adaptation on use of digital and print resources in this activity.	

Core competencies to be developed:
- Communication and collaboration as learners brainstorm in groups on meaning of slavery and servitude and various forms of slavery and servitude in traditional African society.
- Digital literacy as learners use digital devices to draw and locate areas slaves were taken to during Indian Ocean slavetrade.

Pertinent and contemporary issues(PCIs):	Values:
• Social cohesion as they debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century. • Human Rights as learners identify the various forms of slavery and servitude in traditional African society and locate areas where slaves were taken during Indian Ocean slave trade. • Effective Communication as learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15th Century.	• Unity as learners work in groups to brainstorm on various forms of slavery and servitude in traditional African society. • Respect as learners debate in class on various social injustices committed on the Africans during Indian Ocean slavetrade in 15th Century. • Responsibility as learners use print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners brainstorm and share on forms of slavery and servitude.
- Computer Science as learners use digital devices to research on the organization of Indian Ocean slave trade.
- Visual Arts as learners use digital devices to draw and locate areas where slaves were taken during Indian Ocean slave trade.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Debate in clubs on evils of slavery and servitude and ways ofcurbing them.	Oral questions, Written tests, Portfolio , Project

Suggested Learning Resources:
- Digital resources
- Flip charts/manilapapers
- Maps
- Internet
- Approved textbooks
- Multipurpose communication board
- Human resource (learner support assistant)

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring factors which led to development of Indian Ocean slave trade in Eastern Africa	Analyses factors which led to development of Indian Ocean slave trade in Eastern Africa.	Explores factors which led to development of Indian Ocean slave trade in Eastern Africa.	Outlines factors which led to development of Indian Ocean slave trade in Eastern Africa.	Lists some factors which led to development of Indian Ocean slave trade in Eastern Africa.
Describing the organization of Indian Ocean slave trade in Eastern Africa	Examines the organization of Indian Ocean slave trade in Eastern Africa.	Describes the organization of Indian Ocean slave trade in Eastern Africa.	Illustrates the organization of Indian Ocean slave trade in Eastern Africa.	Outlines the organization of Indian Ocean slave trade in Eastern Africa.
Outlining the various social injustices committed on the Africans during Indian Ocean slave trade	Elaborates the various social injustices committed on the Africans during Indian Ocean slave trade.	Outlines the various social injustices committed on the Africans during Indian Ocean slave trade.	Lists the various social injustices committed on the Africans during Indian Ocean slave trade.	Mentions some social injustices committed on the Africans during Indian Ocean slave trade.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question (S)
3.0 People and Population	**3.7 Population Distribution in Africa (3 Lessons)**	**By the end of the Sub-strand, the learner shouldbe able to:** a) explain factors influencing populationdistribution in Africa b) locate densely andsparsely populatedareas on a map of Africa c) illustrate settlement patterns in Africa usingdiagrams d) appreciate patterns of population settlement in Africa.	**Learner is guided to:** • Carry out a library research in purposive groups on factors influencing population distribution and do class presentation. • Use digital resources to establish areas that are densely and sparsely populated. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Draw, trace or copy a map of Africa and indicate the denselyand sparsely populated areas. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw the map.	Why does population distribution varyin different regions?

Core Competencies to be developed:
• Learning to learn as learners research factors influencing population distribution in Africa in groups.
• Communication and collaboration as learners do class presentation of the research findings on factors influencing population distribution.

- Digital Literacy as learners use digital resources to establish densely and sparsely populated areas in Africa.
- Creativity and imagination as learners draw a map of Africa and indicate the densely and sparsely populated areas.
- Self-efficacy as learners present in class factors influencing population distribution in Africa.

Pertinent and Contemporary Issues (PCIs):	Values:
- Social cohesion as learners' research in groups on factors influencing population distribution in Africa. - Effective communication as learners do presentations in class on factors influencing population distribution in Africa. - Self-esteem as learners do presentations in class on factors influencing population distribution in Africa.	- Unity as learners in groups carry out a library research, on factors influencing population distribution and do class presentations. - Responsibility as learners draw a map of Africa and indicate the densely and sparsely populated areas.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners research in groups on population distribution in Africa.
- Computer Science as learners use digital resources to establish settlement patterns in Africa.
- Visual Arts as learners design posters or models of settlement patterns.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Design posters / models of settlement patterns in Africa.	Oral questions, Observation, Written tests, Checklists

Suggested Learning Resources:
- Digital resources
- Flip charts/manilapapers
- Maps
- Internet
- Approved textbooks
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
- Human resource

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining factors influencing population distribution in Africa.	Evaluates factors influencing population distribution in Africa.	Explains factors influencing population distribution in Africa.	Outlines factors influencing population distribution in Africa.	States factors influencing population distribution in Africa.
Illustrating settlement patterns in Africa using diagrams	Analyses settlement patterns in Africa using diagrams.	Illustrates settlement patterns in Africa using diagrams.	Illustrates with cues settlement patterns in Africa using diagrams.	Illustrates with prompts some settlement patterns in Africa using diagrams.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Question (S)
3.0 People and Population	3.8. Field Work (5 lessons)	By the end of the Sub-strand, the learner shouldbe able to: a) identify types of field work in Social Studies b) analyse methods of data collection and recording in fieldwork c) examine methods ofdata analysis and presentation in fieldwork d) explore challenges in carrying out field work e) apply procedures of carrying out fieldworkin research f) desire to carry out fieldwork in investigating phenomena.	Learner is guided to: • Use digital devices to find out types of fieldwork in Social Studies. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Discuss methods of data collection and recording in field work and present in class. Apply the adaptation on use of speech in this and subsequent activities where the use of speech is required. • Discuss methods of data analysis and presentation. • In purposive groups, analyse and present the data collected during fieldwork.	1. Why is field work important in social studies? 2. How should we conduct fieldwork?

			• Discuss in purposive groups challenges likely to be encountered during fieldwork and possible solutions and present in class.
			• Use digital resources to research on the importanceof field work. Apply the adaptation on use of digital resources in this activity.
			• Carry out field work to investigate phenomena within the immediate environment. Learners using mobility devices such as wheel chairs or crutches could be given physical assistance from peers, learner support assistant or teacher as they move within the locality. Ensure the safety of learners as they explore the environment.

Core Competencies to be developed:

- Critical Thinking and Problem Solving as learners investigate challenges likely to be encountered during fieldwork and possible solutions.
- Digital Literacy as learners use digital devices to find out types of fieldwork and as they research on the importance offieldwork in Social Studies.
- Communication and Collaboration as learners discuss in groups methods of data collection and recording in field work and present in class.
- Learning to learn as learners analyse and present the data collected during fieldwork.

Pertinent and Contemporary Issues(PCIs):	**Values:**
• Self-Esteem as learners analyse and present the data collected during fieldwork and share it in class.	• Responsibility as learners carry out field work to investigate phenomena within the immediate environment.
• Social cohesion as learners discuss in purposive groups challenges likely to be encountered during fieldwork and possible solutions.	• Unity as learners accomplish tasks as a group.
• Analytical thinking Skills as learners analyse and present the data collected during fieldwork.	• Respect as learners recognize contributions of group members during discussions and as they engage with the resourceperson.
	• Integrity as learners carry out field work to investigate phenomena within the immediate environment.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners analyse and present the data collected during fieldwork andshare in class.
- Computer Science as learners use digital resources to find out types and importance of fieldwork.
- Mathematics as learners analyse data collected from fieldwork.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Engage a resource person to discuss methods of data collection and recording during fieldwork.	Oral questions, Written tests, Portfolio, Project

Suggested Learning Resources:
- Digital resources
- Flip charts/Manila papers
- Approved text books and other printed resources
- Human resource (learner support assistants)
- Adapted drawing , writing tools and materials

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring methods of data collection and recording in fieldwork	Analyses methods of data collection and recording in fieldwork.	Explores methods of data collection and recording in fieldwork.	Outlines methods of data collection and recording in fieldwork.	Names methods of data collection and recording in fieldwork.
Examining methods of data analysis and presentation to ease interpretation	Designs methods of data analysis and presentation to easeinterpretation.	Examines methods of data analysis and presentation to easeinterpretation.	Outlines methods of data analysis and presentation to easeinterpretation.	States methods of data analysis and presentation to ease interpretation.
Exploring challenges in carrying out field work	Analyses challenges and suggests possible solutions in carrying out field work.	Explores challenges in carrying out field work.	Outlines challenges in carrying out field work.	States challenges carrying out field work.

STRAND 4.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	**4.1 Early Agriculture (3 Lessons)**	**By the end of the Sub-strand the learner should be able to:** a) locate areas where early agriculture was practiced in selected geographical regions b) explore crops grown and animals kept in selected regions during early agriculture c) illustrate methods of irrigation used in ancient Egypt d) assess the contribution of the Nile valley agriculture to world civilization e) value the importance of domestication of plant and animals in Africa f) develop desire to practice agriculture as an economic activity.	**Learner is guided to:** • Use appropriate digital devices and other sources to research in groups on areas where early agriculture was practiced in selected regions of the Rift Valley of Eastern Africa, Egypt and Nubia. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Carry out a research and in purposive groups on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class. • View video clips or photographs on methods of irrigation used in ancient Egypt. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. For the learner with epilepsy and those with visual difficulties, adjust light intensity /control (glare) on the digital devices (video) to suit their individual needs.	Why did people start practicing agriculture in Africa?

			• Draw diagrams showing methods of irrigation whichwere used in ancient Egypt. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs. They could also be supported by peers, learner support assistant or teacher to draw. • In purposive groups, discuss the contribution of the Nile valley agriculture to world civilization. Apply the adaptations on use of speech in this activity. • Collect/download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Establishing a poster park on indigenous crops grown and animals kept during early agriculture which is accessible to the public.	

				Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to develop the posters. Learners with mobility difficulties could be supported by peers, learner support assistant to display the posters.	

Core competencies to be developed:
- Digital Literacy as learners use digital devices to research on areas where early agriculture was practiced in selected regions.
- Critical Thinking and problem solving as learners carry out a research on animals kept and types of crops which were grown during early agriculture in selected regions and report to the class.
- Communication and collaboration as learners discuss the contribution of the Nile Valley agriculture to world civilization.
- Creativity and imagination as learners use diagrams to illustrate methods of irrigation which were used in ancient Egypt.

Pertinent and Contemporary Issues (PCIs)	**Values:**
- Social cohesion as learners work in groups to classify crops grown and animals which were kept during early agriculture. - Environmental education as learners illustrates methods of irrigation which were used during early agriculture. - Effective communication as learners, discuss the contribution of the Nile valley agriculture to world civilization.	- Unity as they research in groups on animals kept and types of crops grown during early agriculture. - Patriotism and global citizenship as learners assess the contribution of Nile valley agriculture to world civilization. - Responsibility as learners collect/download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners engage in discussions to communicate issues concerning agriculture**.**
- Visual Arts as learners draw diagrams showing methods of irrigation which were used during early agriculture in Egypt.
- Agriculture as they learn about methods of irrigation used during early agriculture in Egypt.
- Computer science as learners use appropriate digital devices to research on areas where early agriculture was practiced in selected regions of the Rift Valley of Eastern Africa, Egypt and Nubia.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
• Reciting a poem on promotion of agriculture in Africa. • Establishing a poster park on indigenous crops grown and animals kept during early agriculture.	Checklist, project, written tests, oral questions, aural questions

Suggested Learning Resources:
- Realia
- Chart
- Audio visual
- Maps
- Photographs
- Internet
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs
- Human resource (a scribe, learner support assistant)

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring types of crops grown and animals kept in selected regions during early agriculture	Analyses types of crops grown and animals kept in selected regions during early agriculture.	Explores types of crops grown and animals kept in selected regions during early agriculture.	Outlines types of crops grown and animals kept in selected regions during early agriculture.	Names crops grown and animals kept in selected regions during early agriculture.
Assessing the contribution of Nile valley agriculture to world civilization	Analyses the contribution of Nile valley agriculture to world civilization.	Assesses the contribution of Nile valley agriculture to world civilization.	Explains the contribution of Nile valley agriculture to world civilization.	States the contribution of Nile valley agriculture to world civilization.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	**4.2 Economic Organization of Selected African Communities up to1900** **(3 Lessons)**	**By the end of the Sub-strand the learner shouldbe able to:** a) locate on a map of Africa areas occupiedby the selected African communities b) examine the economic activities practiced bythe selected African communities c) compare the economicactivities of the selected African communities d) appreciate the economic activities of the selected African communities.	**Learner is guided to:** • Draw a map of Africa and indicate areas occupied byselected African communities (The *Ogiek, Zulu, and Asante)*. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw, trace or copy the map. • Brainstorm, the economic activities practiced by the selected African communities (The *Ogiek, Zulu, and Asante)* and present the findings in class. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during this activity. They	Why should we study economic activities of African communities upto 1900 today?

				could also give written responses or presentations.
				• Make posters of economic activities practiced by theselected African communities (The *Ogiek, Zulu, and Asante)*. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to make the posters.

Core competencies to be developed:
- Communication and Collaboration as learners brainstorm the economic activities practiced by the selected Africancommunities (The *Ogiek, Zulu, and Asante)* and present the information in class.

- Creativity and Imagination as learners make posters of economic activities practiced by the selected Africancommunities (The *Ogiek, Zulu and Asante)*.
- Self-efficacy as learners draw a map of Africa and indicate areas occupied by selected African communities.

Pertinent and Contemporary Issues (PCIs)	**Values:**
• Social cohesion as learners brainstorm, the economic activities practiced by the selected African communities. • Financial literacy as learners discuss the economic activities practiced by the selected African communities. • Analytical thinking Skills as learners make posters of economic activities practiced by theselected African communities (The *Ogiek, Zulu, and Asante)*.	• Responsibility as learners make posters of economic activities practiced by the selected African communities. • Unity as learners brainstorm on the economic activities practiced by the selected African Communities. • Respect as they brainstorm and present findings in class.

Link to other Subjects:
- Agriculture as they learn about economic activities of the selected African communities.
- English, Kiswahili and Kenyan Sign Language as learners engage in discussions on economic activities of the selected African communities.
- Business studies as they compare the economic activities of the selected African communities.
- Visual Arts as learners draw a map of Africa and indicate areas occupied by selected African communities

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
Reciting a poem on promotion of agriculture inAfrica.	Checklist, project, written tests, oral questions, aural questions

Suggested Learning Resources:
- Realia
- Chart
- Audio visual
- Maps
- Photographs
- Internet
- Adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs.

Assessment Rubric				
Criteria	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Examining the economic activities practiced by the Ogiek,Zulu and the Asante	Evaluates the economic activities practiced by the Ogiek,Zulu and the Asante.	Examines the economic activities practiced by the Ogiek,Zulu and the Asante.	Outlines the economic activities practiced by the Ogiek,Zulu and the Asante.	Lists the economic activities practiced by the Ogiek,Zulu and the Asante.
Comparing economic activities of the selected African communities	Evaluates economic activities of the selected African communities.	Compares economic activities of the selected African communities.	Outlines economic activities of the selected African communities.	Names economic activities of the selected African communities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Questions
4.0 Resources and Economic Activities	**4.3 Internal Dynamics and Transformationin Africa (3 lessons)**	**By the end of the Sub-strand, the learner should be able to:** a) explain the transformation brought byintroduction of money in Africa b) explore the use of money economy in trade c) compare the use of moneyin currency trade and barter trade in Africa d) develop interest to use money wisely for economic gain.	**Learner is guided to:** • Debate on the transformation brought by introduction of money in Africa. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the debate or write and share their responses. • Visit a nearby market and carry out a field study on the use money in trade and write or type a report. Learners with mobility difficulties could use mobility devices such as wheel chairs, crutches with or without physical assistance by peers, learner support assistant or teacher as they move within the locality. Ensure the safety of learners as they explore the environment. • Brainstorm the impactof money on economyin groups Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the discussion or write	How did the introduction of money economy promote businessin Africa?

				and share their responses.	
				• Role play use of money in currency trade and barter trade in Africa. Learners could be assigned roles according to individual ability levels during the role play.	

Core competencies to be developed:
- Citizenship as they debate on the transformation brought by introduction of money in Africa.
- Communication and collaboration as learners debate on transformation brought by introduction of money in Africa.
- Self-efficacy as learner's role play use of money in currency trade and barter trade in Africa.
- Learning to learn as learners carry out a field study on the use of money in trade and write a report.

Pertinent and Contemporary Issues (PCIs)	**Values:**
• Financial literacy as learners discuss the impact of money on the economy. • Social cohesion as learner's role play the use of money in currency trade and barter trade in Africa. • Safety and security education as learners visit a nearby market and carry out a field study on the use money in trade and write a report.	• Responsibility as learners visit a nearby market and carry out a field study on the use of money in trade and write areport. • Unity as learners brainstorm the impact of money on economy in groups. • Social cohesion as they role play use of money in currency and barter trade in Africa. • Integrity as learners carry out a field study on the use money in trade.

Link to other Subjects:
- Business Studies as they learn about introduction of money economy.
- English, Kiswahili, Kenyan Sign Language and Indigenous Language as learners brainstorm in groups on impact of money on the economy.
- Performing Arts as learner's role play use of money in currency trade and barter trade in Africa.
- Mathematics as learner's role play use of money in currency and barter trade in Africa.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
Debate on the transformation brought by introduction of money in Africa.	Checklist, project, written tests, oral questions, aural questions

Suggested Learning Resources:

- Local and extended environment
- Realia
- Chart
- Audio visual
- Maps
- Photographs
- Internet
- Assorted currencies
- Resource persons

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the transformation brought by introduction of money in Africa	Analyses the transformation brought by introduction of money in Africa.	Explains the transformation brought by introduction of money in Africa.	Outlines the transformation brought by introduction of money in Africa.	States the transformation brought by introduction of money in Africa.
Exploring the use of money economy in trade	Analyses the use of money economy in trade.	Explores the use of money economy in trade.	Defines the use of money economy in trade.	Mentions the use of money economy in trade.
Comparing the use of money in currency trade and barter trade in Africa	Evaluates the use of money in currency trade and barter trade in Africa.	Compares the use of money in currency trade and barter trade in Africa.	Outlines the use of money in currency trade and barter trade in Africa.	Mentions the use of money in currency trade and barter trade in Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	**4.4. Sustainable use of resources (2 lessons)**	**By the end of the Sub-strand the learner should be able to:** a) explain the concept of sustainable use of resources in society b) explore sustainable ways of using resources available in the community c) apply sustainable use of resources available in the community d) appreciate sustainable use of resources for sustenance of life.	**Learner is guided to**: • In purposive groups, discuss the concept of sustainable use of resources and present in class. Apply the adaptation on the use of speech in this and subsequent activities where the use of speech is required. • In purposive groups, learners debate on sustainable ways of using resources available in the community. • Design sustainable ways of using resources available at home and in school. • Write a collaborative story on sustainable use of resources. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write, type and share the stories.	1. Why should we use resources sustainably? 2. What are the barriers to sustainable use of resources?

Core competencies to be developed:
- Communication and collaboration as learners discuss in groups, the concept of sustainable use of resources and present in class.
- Critical Thinking and Problem Solving as learners design sustainable ways of using resources available at home and in school.
- Creativity and Imagination as learners debate on sustainable ways of using resources available in the community and write a collaborative story on sustainable use of resources.

Pertinent and Contemporary Issues (PCIs)	Values:
• Poverty reduction as learners design sustainable ways of using resources available at home and in school. • Mentorship and peer education as learners support each other to write a collaborative story on sustainable use of resources and present in class. • Effective communication as they debate on sustainable ways of using resources available in the community.	• Responsibility as learners design sustainable ways of using resources available at home and in school. • Unity as learners discuss in groups the concept of sustainable use of resources and write a collaborative story on sustainable use of resources to present in class. • Social justice as learners share learning resources.

Link to other Subjects:

• English, Kiswahili and Kenyan Sign Language as learners engage in discussions on sustainable use of resources andpresent in class.
• Integrated Science as learners design sustainable ways of using resources available at home and in school.
• Business studies as learners explore sustainable ways of using resources available in the community.
• Computer studies as learners use computers/ tablets to type their work.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Compose and sing a song on importance of sustainable use of available resources.	Oral questions,Written tests, Observations

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the concept of sustainable use of resources in society	Assesses the concept of sustainable use of resources in society.	Explains the concept of sustainable use of resources in society.	Outlines the concept of sustainable use of resources in society.	Mentions the concept of sustainable use of resources in society.
Exploring sustainable ways of using resources available in the community	Analyses sustainable ways of using resources available in the community.	Explores sustainable ways of using resources available in the community.	Outlines sustainable ways of using resources available in the community.	Names sustainable ways of using resources available in the community.

STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub-Stand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Political Development and Governance	**5.1 Political Development in Africa up to 1900 (5 Lessons)**	**By the end of the Sub-strand, the learner should be able to:** a) investigate the political organization of the selected African communities up to 1900 b) explore the concepts "Scramble for and Partition" of Africa c) identify the various European groups that came to Africa d) Explain factors that led to the presence of Europeans in Africa. e) match the countries in Africa with their colonial masters f) examine the terms of the Berlin Conference of 1884- 1885 on the partitioning of Africa g) acknowledge the political organization of the selected African communities up to 1900.	**Learner is guided to:** • Brainstorm the political organization of the Ogiek, the Zulu and the Asante up to 1900. Apply the adaptations on speech in this and subsequent activities where the use of speech is required. • Brainstorm in groups the terms "Scramble for and Partition" of Africa and make presentations. • Discuss the various European groups that came to Africa. • Debate on factors that led to the presence of Europeans in Africa. • Draw a map of Africa and indicate the areas taken up by the different European countries (Belgium, Britain, Germany, Italy, Spain and Portugal) during the partition of Africa. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted	1. How African communities were politically organized before the coming of theEuropeans? 2. How did developments in Europe influencethe scramble for and partition of Africa?

			pencils, slant boards, rulers, page turners and universal cuffs to draw the map. They could also be supported by peers, learner support assistant or teacher to draw.	
			• Using posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. Learners with mobility difficulties could be supported by peers, learner support assistant or teacher to display the posters.	

Core Competencies to be developed:

• Citizenship as learners identify with their country and the continent as they study the selected African communities and brainstorm the political organization of *the Ogiek, the Zulu and the Asante* up to 1900.
• Communication and Collaboration as the learners discuss the various European groups that came to Africa.
• Self-efficacy as the learners display posters in class on the terms of the Berlin conference of 1884-1885 (thepartitioning of Africa).
• Learning to Learn as they debate on factors that led to the presence of Europeans in Africa.
• Creativity and Imagination as learners draw a map of Africa and indicate the areas taken up by the differentEuropean countries *(Belgium, Britain, Germany, Italy, Spain and Portugal)* during the partition of Africa.

Pertinent and Contemporary Issues (PCIs)	**Values:**
• Self-Awareness as the learners identify with their country and the continent as they study the selected African communities and brainstorm the political organization of *the Ogiek, the Zulu and the Asante* up to 1900. • Good governance as the learners brainstorm the political organization of *the Ogiek, the Zulu and the Asante* up to1900. • Social Cohesion as learners discuss the various European groups that came to Africa.	• Patriotism as the learners study political organization of the selected African Communities. • Unity as the learners brainstorm the political organization of *the Ogiek, the Zulu and the Asante* up to 1900. • Responsibility as learners display posters in class on the terms of the Berlin conference of 1884-1885 on thepartitioning of Africa. • Respect as learners appreciate the opinion of each other while brainstorming on the political organizations of the *Ogiek,the Zulu* and *the Asante* up to 1900.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
• Composing poems on political organization of the selected Communities. • Visiting a local museum to find out how the local communities were organized and writing a report on the visit to share in class.	Oral questions, Observations, Written tests, Project work

Suggested Learning Resources:
- Maps
- Approved text books andother printed resources
- Photographs
- Internet
- Library resources
- Charts
- Journals
- Adapted drawing and writing tools
- Human resource (a scribe , learner support assistant)

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Investigating the political organisation of the selected African communities up to 1900	Analyses the political organisation of the selected African communities up to 1900.	Investigates the political organisation of the selected African communities up to 1900.	Summarises the political organisation of the selected African communities up to 1900.	Outlines the political organisation of the selected African communities up to 1900.
Exploring the concepts "Scramble for and Partition" of Africa	Evaluates the concepts "Scramble for and Partition" of Africa.	Explores the concepts "Scramble for and Partition" of Africa.	Explains the concepts "Scramble for and Partition" of Africa.	Outlines the concepts "Scramble for and Partition" of Africa.
Examining the terms of the Berlin Conference of 1884-85 on the partitioning of Africa	Critiques the terms of the Berlin Conference of 1884- 85 on the partitioning of Africa.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	Explains the terms of the Berlin Conference of 1884- 85 on the partitioning of Africa.	States the terms of the Berlin Conference of 1884- 85 on the partitioning of Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.2 The Constitutionof Kenya** **(3 Lessons)**	**By the end of the sub-strand, the learner should be able to:** a) explain the importance of the Constitution of Kenya for mutual social wellbeing b) explore the national values as provided in the Constitution of Kenya for promotion of good governance c) analyse ways of upholding and protecting the Constitution of Kenya for social cohesion d) desire to uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.	**Learner is guided to:** • Use print or digital devices in groups to conduct an online research and write a report on the importanceof the Constitution and share in class. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • View a video on the promulgation of the Constitution of Kenya and share in class. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. For the learner with epilepsy and those with visual difficulties, adjust light intensity. • Design a sample constitution for the classin groups and display inclass. • Write simple slogans or statements on any eightof the national values as provided in the Constitution of Kenya	1. Why should a country have a constitution? 2. Why should we uphold and protect the Constitution? 3. What necessitates a constitutional change?

				for promotion of good governance and present. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write, stamp or type and present the slogans. • Discuss in purposive groups, ways of upholding and protecting the Constitution of Kenya. Apply the adaptation on use of speech in this activity.	

Core competences to be developed:

- Citizenship as learners view a video on the promulgation of the Constitution of Kenya and create a sample constitution for the class in groups and display in class.
- Self-efficacy as learners work in groups to compose a song on any eight national values enshrined in the Constitution.
- Digital Literacy as learners in groups use digital devices to conduct online research, write an essay on the importance of the Constitution and share in class.
- Communication and collaboration as learners discuss in groups, ways of upholding and protecting the Constitution of Kenya.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Social cohesion as learners in groups conduct online research and write an essay on the importance of the Constitution, watch a video on the promulgation of the Constitution of Kenya and create a sample constitution for the class in groups and display in class. • Good governance as learners organize an open forum as a class to pass messages on public engagement and democratic representation to the community. • Analytical thinking Skills as learners design a sample constitution for the class in groups and display in class.	• Respect as learners work in groups to create a sample constitution for the class and display in class. • Patriotism as learners watch a video on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution. • Social justice as learners discuss in groups on ways of upholding and protecting the Constitution of Kenya. • Responsibility as learners work in groups, and research in community on the importance of the Constitution of Kenya to the society and share the findings in school.

Link to other Subjects:
• English, Kiswahili and Kenyan Sign Language as learners hold discussions, group activities, write essays, and create a sample class constitution.
• Performing Arts as learners compose songs, write slogans on the national values and make presentations in class and community.
• Computer Science as learners use digital devices to search for information/conduct online research and write an essay on the importance of the Constitution.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
Conducting a library research and writing journals on selected chapters of the constitution and sharing with family.	Oral questions, Observations, Written tests, Journaling

Suggested Learning Resources:
• Internet resources
• Approved text books and other printed resources
• The Constitution of Kenya
• TV/Video
• Adapted digital devices
• Human resource (a scribe, learner support assistant)

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the importance of the Constitution of Kenya for mutual social wellbeing	Evaluates the importance of the Constitution of Kenya for mutual social wellbeing.	Explains the importance of the Constitution of Kenya for mutual social wellbeing.	Outlines the importance of the Constitution of Kenya for mutual social wellbeing.	Mentions the importance of the Constitution of Kenya for mutual social wellbeing.
Exploring the national values as provided in the Constitution of Kenya for promotion of good governance	Analyses the national values as provided in the Constitution of Kenya for promotion of good governance.	Explores the national values as provided in the Constitution of Kenya for promotion of good governance.	Outlines the national values as provided in the Constitution of Kenya for promotion of good governance.	Lists the national values as provided in the Constitution of Kenya for promotion of good governance.

Analysing ways of upholding and protecting the Constitution of Kenya for social cohesion	Evaluates ways of upholding and protecting the Constitution of Kenya for social cohesion.	Analyses ways of upholding and protecting the Constitution of Kenya for social cohesion.	Outlines ways of upholding and protecting the Constitution of Kenya for social cohesion.	States ways of upholding and protecting the Constitution of Kenya for social cohesion.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.3 Democracy (3 lessons)**	**By the end of the sub-strand,the learner should be able to:** a) identify types of democracy practiced inAfrica b) assess the importance of democracy in society c) explain the role of citizens in democraticrepresentation d) examine the characteristics of varioustypes of democracy in governance e) apply democratic valuesin interactions with others in the community f) desire to promote democratic values in thecommunity.	**Learner is guided to:** • Carry a library or online research on different types of democracy practiced in Africa and make class presentations. Apply the adaptation on use of print and digital resources in this activity. • Role play the different types of democracy. Learners could be assigned roles according to individual ability levels during the role play. • Brainstorm on the importance of democracy and share with peers. Apply the adaptation on speech in this and subsequent activities where the use of speech is involved. • Debate on the role of citizens in effective democratic representation and make short notes. • Use print or digital devices to identify characteristics of various types of democracy in governance. Apply the adaptation on use of print and digital resources in this activity.	1. Why shouldwe practice democracy? 2. How can we promote democratic values in oursociety?

| | | | • Develop a poster on similarities and differences on various types of democracy and display in class or school. Apply the adaptation on developing and display of posters in this activity.
 • Brainstorm in class ways of applying democratic valuesduring interaction with others in the community and make presentations. | |

Core competences to be developed:

- Citizenship as learners debate on the role of the citizens in effective democratic representation, brainstorm theimportance of democracy and apply democratic values in interactions with others in the community.
- Communication and Collaboration as they role play the different types of democracy.
- Learning to learn as learners conduct research on public engagement and democratic representation and shareresults in class or with the community.
- Digital Literacy as learners use online resources or digital devices to identify characteristics of types ofdemocratic regimes in Africa and as they type an essay on types of democracy in Africa.
- Critical thinking and problem solving as learners discuss the role of citizens in a democracy and compare and contrast the characteristics of various types of democracy in Africa.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Social cohesion as learners discuss and debate the role of citizens in effective democratic governance. • Patriotism and good governance as learners apply democratic values in interactions with others in the community and discuss the importance of democracy in society. • Self-awareness as learners discuss the role of citizens in effective democratic representation.	• Unity as learners role play the different types of democracy. • Patriotism as learners debate on the role of the citizen in effective democratic representation. • Social justice as they debate on the role of the citizens in effective democratic representation. • Respect for self and others as learners work in groups, debate and apply democratic principles as they interact with others.

Link to other Subjects:

- Kenyan Sign Language, English and Kiswahili as learners hold discussions, group activities, write essays hold debates and read materials on democracy.

• Performing Arts as learners role-play the different types of democracy.	
• Computer Science as they use digital devices to search for information such as characteristics of types of democratic regimes in Africa.	

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
• Developing messages on types of democracy andsharing in school and at home. • Developing posters on democratic values and displaying in class.	Oral questions, Observations, Written tests

Suggested Learning Resources:

• Adapted digital resources

• Flip charts/Manilapapers

• Internet sources

• The Constitution of Kenya

• Sample school rules and regulations

• Adapted writing/ drawing tools and materials

• Human resource (a scribe, learner support assistant)

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**ApproachesExpectation**	**Below Expectation**
Assessing the importance of democracy in Africa	Examines the importance of democracy in Africa.	Assesses the importance of democracy in Africa.	Defines the importance of democracy in Africa.	States the importance of democracy in Africa.
Explaining the role of the citizens in democratic representation	Evaluates the role of the citizens in democratic representation.	Explains the role of the citizens in democratic representation.	Summarizes the role of the citizens in democratic representation.	Lists the role of the citizens in democratic representation.
Examining the characteristics of various types of democracy in Africa	Critiques the characteristics of various types of democracy in Africa.	Examines the characteristics of various types of democracy in Africa.	Explains the characteristics of various types of democracy in Africa.	States the characteristics of various types of democracy in Africa.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key InquiryQuestions
5.0 Political Development and Governance	**5.4 Human Rights** **(4 lessons)**	**By the end of the sub-strand, the learner should be able to:** a) examine the evolution of human rights as practicedin society b) classify human rights as stipulated in the human rights instruments c) explore characteristics of human rights in society d) analyse the concept of equity and non- discrimination in fosteringsolidarity e) promote equity and non-discrimination for posterity f) demonstrate respect, adherence to and promotion of human rightsfor sanctity of life.	**Learner is guided to**: • Use print or digital resources to examineevolution of human rights and report in class. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • In purposive groups create posters on the classification of human rights anddisplay in school. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to create the posters. Learners with mobility difficulties could be supported by peers, learner support assistant or teacher to display the posters.	1. Why is it important to know our rights? 2. How can we promote equityand non-discrimination in society? 3. How can we promote respectfor human rights in our community?

			- In purposive groups use a tree to indicate characteristics of human rights and display in class. - Brainstorm in groups on issues of equity and non- discrimination and make class presentations. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the discussion and presentation. - Develop posters on equity and non- discrimination and display them in school. Apply the adaptation on development and display of posters above.	

Core competences to be developed:

- Citizenship as learners take action to promote equity and non- discrimination for posterity.
- Learning to learn as learners brainstorm in groups on issues of equity and non-discrimination.
- Digital Literacy as learners use digital resources to examine evolution of human rights and report in class.
- Creativity and Imagination as learners develop posters on characteristics of human rights and display them in school topass on information to the community.
- Communication and Collaboration as learners in groups create posters on the classification of human rights and display in school and use a tree to indicate characteristics of human rights and display in class.
- Self-Efficacy as learners develop posters on equity and non- discrimination and display them in school.

Pertinent and Contemporary Issues (PCIs):	**Values:**
Social Cohesion as learners organize and participate in commemorating International Day for the Elimination of Racial Discrimination on 21st March.	Social justice as learners use digital resources to examine evolution of human rights and report in class, develop posters on equity and non- discrimination and display them in school.

• Patriotism and Good Governance as learners engage in commemorating International Day for the Elimination of Racial Discrimination on 21st March. • Assertiveness, negotiation, problem solving as learners develop posters on equity and non- discrimination and displaythem in school. • Clubs and societies as learners brainstorm issues of equity and non-discrimination during clubs such as human rights club, journalism club and *Amani* club. • Human rights as learners compose and recite poems with messages on equity and non- discrimination.	• Unity as learners in groups create posters on the classification of human rights, use a tree to indicate characteristics of human rights and display in class. • Patriotism as learners create posters on the classification of human rights and display in school. • Respect as the learners appreciate the input of every member of the team during the symposium. • Responsibility as learners in groups use and care for learning resources.

Link to other Subjects:

• Computer Science as learners use digital resources to examine evolution of human rights and report in class.
• Kenyan Sign Language, Kiswahili and English as learners use print resources to examine evolution of human rights and report in class and organize and participate in a human rights symposium.
• Performing Arts as learners conduct debates during club meetings on ways of ensuring equity through enhancing access,equal opportunities and equitable distribution of resources.
• Visual Arts as learners develop posters on equity and non- discrimination and display them in school.
• Hindu Religious Education, Islamic Religious Education and Christian Religious Education as learners brainstorm on issues of equity and non-discrimination.

Non formal Activities to support Learning: • Developing messages on protection of human rights. • Creating awareness in the community on protection of human rights. • Conducting debates during club meetings on ways of ensuring equity and non- discrimination in fosteringsolidarity.	**Suggested Modes/ Tools of Assessment:** Oral questions, Observation, Written tests

Suggested Learning Resources:

• Posters
• Flip charts/ Manillapapers
• Resource person
• Approved text booksand other printed resources
• The Constitution of Kenya
• Human resource
• Adapted digital resources

• Adapted drawing tools and materials (learner specific)	

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Examining the evolution of Human Rights as practiced in society	Assesses the evolution of Human Rights as practiced in society.	Examines the evolution of Human Rights as practiced in society.	Explains the evolution of Human Rights as practiced in society.	Mentions the evolution of Human Rights as practiced in society.
Classifying Human Rights as stipulated in the Human Rights instruments	Examines Human Rights as stipulated in the Human Rights instruments.	Classifies Human Rights as stipulated in the Human Rights instruments.	Outlines Human Rights as stipulated in the Human Rights instruments.	Lists Human Rights as stipulated in the Human Rights instruments.
Exploring the characteristics of Human Rights as practiced for preservation of life	Analyses the characteristics of Human Rights as practiced for preservation of life.	Explores the characteristics of Human Rights as practiced for preservation of life.	Outlines the characteristics of Human Rights as practiced for preservation of life.	Mentions the characteristics of Human Rights as practiced for preservation of life.
Analysing the concept of equity and non-discrimination in fostering solidarity	Critiques the concept of equity and non-discrimination in fostering solidarity.	Analyses the concept of equity and non-discrimination in fostering solidarity.	Explains the concept of equity and non-discrimination in fostering solidarity.	Defines the concept of equity and non-discrimination in fostering solidarity.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested LearningExperiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.5 African Diasporas (4 Lessons)**	**By the end of the Sub-strand, the learner shouldbe able to:** a) describe the conceptof "African Diasporas" b) explore the factors that contributed to thepresence of African diasporas across the world c) locate countries inhabited by AfricanDiasporas by 1960 ona World map d) assess the role of the diasporas in the political developmentin Africa e) acknowledge the African Diasporas for promotion of Africanunity in society today.	**Learner is guided to:** • With the aid of print or internet resources, discuss in purposive groups the concept of African Diasporas. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Use library resources in purposive groups to research on the factors that contributed to the presence of African Diasporas across the world and share findings in class. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during this activity. • In purposive groups, use print or digital resources to indicate on the world map countries inhabited by African Diasporas by 1960 (*USA, Brazil andFrance*). Apply the adaptation on use of print and digital resources in this activity. • View a video or **You Tube** on the role of diaspora in the political development in Africa and make short notes and share in	1. How can we promote collaboration between continental Africans and African Diasporas? 2. How can we promote African Unity in the society today?

| | | | class. The learner with short stature could require preferential seating for better or enhanced view while watching the video. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. For the learner with epilepsy and those with visual difficulties, adjust light intensity.
• Debate on the role of the Diasporas in the political development inAfrica and write short notes. Apply the adaptation on use of speech and manipulation in this activity. | |

Core competences to be developed:
- Communication and Collaboration as learners debate on the role of the Diasporas in the political development in Africa and write short notes.
- Digital Literacy as learners use print or digital resources to locate on the world map countries inhabited by AfricanDiasporas and view a video or **You Tube** on the role of diaspora in the political development in Africa.
- Critical Thinking and problem solving as learners in groups use library resources to research on the factors that contributed to the movement of African Diasporas to various parts of the world and share findings in class.
- Citizenship as they debate on the role of African Diasporas in the political development in Africa.
- Learning to Learn as learners with the aid of print or internet resources, discuss in groups the concept of AfricanDiasporas.

Pertinent and Contemporary Issues (PCIs):	**Values:**
• Social Cohesion as learners' debate on the role of diaspora in the political development in Africa. • Self-Esteem as learners use print or digital resources to locate on the world map countries inhabited by African Diasporas.	• Social Justice as learners view a video or **YouTube** on the role of diaspora in the political development in Africa. • Patriotism as learner's debate on the role of African Diasporas in the political development in Africa. • Respect as learners in groups take turns to use print or digital resources to indicate on the world map countries inhabited byAfrican Diasporas. • Unity as learners in groups use print or digital resources to locate on the world map countries inhabited by African Diasporas and the key routes of their migration from Africa.

Link to other Subjects:
• Kenyan Sign Language, English and Kiswahili as leaners debate on the role of diaspora in the politicaldevelopment in Africa.
• Computer Science as learners view a video or **YouTube** on the role of diaspora in the political development in Africa.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
• Organize a symposium on the role of African Diasporas in socio- economic and political development. • Composing songs and poems on African Diasporas and sharing them with others.	Oral questions, Observations, Written tests

Suggested Learning Resources:
• Internet • Flip charts/Manilla papers • Masking tapes, marker pens/pencils • TV/Video • Approved text books andother printed resources • Adapted computers • Human resource (a scribe, learner support assistant)

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Describing the concept of "African diasporas"	Examines the concept of "African diasporas."	Describes the concept of "African diasporas."	Defines the concept of "African diasporas."	Outlines the concept of "African diasporas".
Exploring the factors that contributed to the presence of African diasporas across the world	Evaluates the factors that contributed to the presence of African diasporas across the world.	Explores the factors that contributed to the presence of African diasporas across the world.	Outlines the factors that contributed to the presence of African diasporas across the world.	Mentions the factors that contributed to the presence of African diasporas across the world.
Assessing the role of the diasporas in the political development in Africa	Evaluates the role of the diasporas in the political development in Africa.	Assesses the role of the diasporas in the political development in Africa.	Defines the role of the diasporas in the political development in Africa.	States the role of the diasporas in the political development in Africa.

Strand	Sub-strand	Specific Learning Outcomes	Suggested LearningExperiences	Key InquiryQuestions
5.0 Political Development and Governance	**5.6 Global Citizenship** (3 Lessons)	**By the end of the sub-strand, the learner should be able to:** a) explain why there is interconnectedness and interdependence among countries in the world today b) investigate positive and negative effects of globalization at local and national levels c) describe qualities of a global citizen in the modernsociety d) desire to contribute to the wellbeing of the international community while maintaining a senseof rootedness to Kenya e) develop a sense of belonging to a common humanity for harmonious living.	**Learner is guided to:** • Discuss in purposive groups the interconnectedness and interdependence among countries in the world today. Apply the adaptation on use of speech in this and subsequent activities where the use of speech is required. • In purposive groups, go through and read news articles in newspapers or use appropriate media to find out aspects that promote globalisation in the community and share the information in class. • Debate on positive and negative effects of globalization at local andnational levels. • Brainstorm on the qualities of a global citizen in the modern society. • Use print or digital resources to research for qualities of a global citizen and write them down. Apply the adaptation on use of print and digital resources in this activity. • Draw a sketch of a human figure and indicate qualitiesof a global citizen. Apply the adaptation on drawing/ manipulation in this experience.	1. How do Countries connect and depend on each other in the world today? 2. Which are thecommon concerns in the world today?

Core Competencies to be Developed

- Citizenship as learners discuss in groups the interconnectedness and interdependence among countries and brainstormon the qualities of a global citizen in the world today.
- Communication and Collaboration as learners debate on positive and negative effects of globalization at local andnational levels.
- Learning to Learn as they go through and read news articles in newspapers and use appropriate media to find out aspects that promote globalisation in the community, share the information in class and debate on the positive andnegative effects of globalization.
- Self-Efficacy as learners use print or digital resources to research for qualities of a global citizen and write them down.
- Critical thinking and Problem Solving as learners debate on positive and negative effects of globalization at local and national levels and propose solutions.

Pertinent and Contemporary Issues (PCIs):	**Values:**
- Patriotism and Good Governance as learners brainstorm on the qualities of a global citizen in the modern society. - Self-Awareness as learners use print or digital resources to research for qualities of a global citizen and write them down. - Effective communication as they debate on positive and negative effects of globalization at local and national levels.	- Unity as learners in groups, go through and read news articles in newspapers or use appropriate media to find outaspects that promote globalisation in the community and share the information in class. - Patriotism as the learners brainstorm on the qualities of a global citizen in the modern society. - Respect as the learners debate on positive and negative effects of globalization at local and national levels.

Link to other Subjects:

- Computer Science as learners use digital resources to research for qualities of a global citizen and write them down.
- Kenyan Sign Language, English, indigenous languages and Kiswahili as learners debate on positive and negative effects of globalization at local and national levels and propose solutions.
- Visual Arts as learners draw a sketch of a human figure and indicate qualities of a global citizen.

Non formal Activities to support Learning:	**Suggested Modes/ Tools of Assessment:**
- Composing poems on global citizenship. Developing posters on qualities of a global citizen and posting them at strategic positions in the school. - Creating awareness in the community on global citizenship. - Prepare scrap books to write down the local, national, regional and global issues affecting people in form of a story.	Oral questions, Observations, Written tests

Suggested Learning Resources:
- Internet
- Flip charts/Manillapapers
- Masking tapes, markerpens/pencils
- TV/Video
- Approved text books and other printed resources
- Adapted drawing and writing materials (learner specific)
- Human resource (a scribe, learner support assistant)

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the interconnectedness and interdependence of differentcountries	Critiques the interconnectedness and interdependence ofdifferent countries.	Explains the interconnectednessand interdependence of different countries.	Outlines the interconnectedness and interdependence of different countries.	States the interconnectedness and interdependenceof different countries.
Investigating positive and negative effects of globalization at local and national levels	Analyses positive and negative effects of globalization at local and national levels.	Investigates positive and negative effects of globalization at local and national levels.	Explains positive and negative effects of globalization at local and national levels.	Identifies positive and negative effects of globalization at local and national levels.
Describing qualities of a global citizen in the modern society	Examines qualities of a global citizen in the modern society.	Describes qualities of a global citizen in the modern society.	Defines qualities of a global citizen in the modern society.	Names qualities of a global citizen in the modern society.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.7. Global Governance (4 Lessons)**	**By the end of the sub-strand,the learner should be able to**: a) identify the guiding principles of leadershipand integrity in promotion of good governance b) examine the formation, achievements and challenges of the Organization of African Unity (OAU) and AfricanUnion (AU) c) State the member countries of the AfricanUnion d) illustrate the organizational structureof the African Union(AU) e) explore factors which can promote continental interconnectedness and interdependence f) develop a sense of belonging to Africa andrespect for differences and diversity.	**Learner is guided to:** ● Carry out a library or online search on the guiding principles of leadership and integrity and make presentations. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. ● Role-play on the guiding principles of good leadership and integrity in promotion of good governance. Learners could be assigned roles according to individual ability levels during the role play. ● Prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance. ● Sing, hum, mime, tap or clap to the rhythm of the AU anthem for promotion of regional citizenship.	1. How should leadership and integrity be promoted in the society today? 2. How can we promote continental interconnectedness and interdependence?

			• Use digital or print media resources to research on the formation, achievements and challenges of OAU and AU. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. • Draw a map of Africa and indicate member countries of the AU. Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw the map. • Use print, media and other resources to search for the national flags of the member countries of AU, make a collage	

				and share the information in class. Apply the adaptation on use of print and digital media in this and subsequent activities that involve the use of print and digital media/ resources. • Use print or digital resources to access the AU anthem, rehearse and Sing it. Learners with speech difficulties could hum, tap, clap, stamp foot or nod head to the rhythm of the anthem. • Draw the organizational structure of OAU and AU. Apply the adaptation on drawing/ manipulation in this activity. • Brainstorm in groups on factors which can promote continental interconnectedness and interdependence. Apply the adaptation on the use of speech in this experience.	

Core Competencies to be developed:
- Communication and Collaboration as the learners role-play on the guiding principles of good leadership and integrity.
- Citizenship as learners draw a map of Africa and indicate member states of AU, use print or media and other resources to search for the national flags of the member countries of AU , make a collage and share the informationin class.
- Learning to learn as the learners use digital or print media resources to research on the formation, achievements and challenges of OAU and AU.
- Self-Efficacy as the learners role-play on the guiding principles of good leadership and integrity in promotion of goodgovernance.
- Digital literacy as learners use digital media and other resources to search for the national flags of the member states of AU and make a collage to share in class.

Pertinent and Contemporary Issues (PCIs):	Values:
• Social Cohesion as learners use print or media resources to search for the national flags of the member countries of AU and make a collage to share in class. • Decision Making as learners prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance. • Patriotism and Good governance as they prepare slogans on guiding principles and benefits of leadership and integrity in promotion of good governance.	• Responsibility as the learners prepare slogans on elements of inclusive governance for promotion of social justice. • Love as learners sing the AU Anthem. • Respect as learners debate on the essence of leadership in promoting good governance. • Integrity as they role-play on the guiding principles of good leadership and integrity in promotion of good governance. • Patriotism as the learners use print or media resources to search for the national flags of the member countries of AU and make a collage to share in class.

Link to other Subjects:
- English, Kiswahili and Kenyan Sign Language as learners role-play on the guiding principles of good leadership andintegrity in promotion of good governance.
- Performing Arts as learners role-play on the guiding principles of good leadership and integrity in promotion of goodgovernance and sing the AU Anthem.
- Visual Arts as learners use print or digital media resources to search for the national flags of the member countries of AU and make a collage to share in class.
- Computer Science as learners use digital resources to research on the formation, achievements and challenges of OAU and AU.

Non formal Activities to support Learning:	Suggested Modes/ Tools of Assessment:
• Designing litter bins displaying the member countries of the AU. • Creating talking walls and trees to illustrate theorganizational structure of the AU. • Celebrating/ observing the international days related to Global Governance such as International Environment day/ International day on multi-literalism and diplomacy for peace.	Oral questions, Observations, Written tests, Journaling

Suggested Learning Resources:
- Posters
- TV/Video
- Approved text books
- Flip charts/ Manilla papers
- Approved text books and other printed sources
- Human resource (a scribe, learner support assistant)
- Adapted drawing/ writing tools and materials (learner specific)
- Adapted digital resources (computers)
- Local and extended environment

Assessment Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Examining theformation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU)	Analyses theformation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	Examines theformation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	Explains theformation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	Outlines theformation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).
Illustrating the organizational structure of the AU	Assesses the organizational structure of the AU.	Illustrates the organizational structure of the AU.	Describes the organizational structure of the AU.	Outlines the organizational structure of the AU.
Exploring factors which can promote continental interconnectedness and interdependence	Analyses factors which can promote continental interconnectedness and interdependence.	Explores factors which can promote continental interconnectedness and interdependence.	Outlines factors which can promote continental interconnectedness and interdependence.	Lists factors which can promote continental interconnectedness and interdependence.

GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. CSL is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will give learners an opportunity to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school based integrated CSL class activity. This activity can be done in 4-6 weeks outside the classroom time.

CSL Skills to be covered:
Research: Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
Communication: Learners will develop effective communication skills for as they engage with peers and school communitymembers. These will include listening actively, asking questions and presentation skills using varied modes etc.
Citizenship: Learners will be able to explore opportunities for engagement as members of the school community and in providing a service for the common good of the school community.
Leadership: Learners develop leadership skills as they take up various roles within the CSL activity.
Financial Literacy Skills: Learners consider how they can undertake the project as well as sourcing and utilising resourceseffectively and efficiently.
Entrepreneurship: Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested LearningExperiences	Key InquiryQuestions
The learners will be guided to consider the various PCIs provided inthe various subjects in Grade 7 and choose one suitable to their context and reality	**By the end of the CSL class activity, the learner should beable to:** a) identify a problem in the school community throughresearch, b) plan to solve the identifiedproblem in the community, c) design solutions to theidentified problem, d) implement solution to theidentified problem, e) share the findings withrelevant actors, f) reflect on own learning andrelevance of the project, g) appreciate the need to belong to a community	**The learner is guided in purposive groups or pairs to:** ● Brainstorm on pertinent and contemporary issues in theirschool that need attention and share with peers. Learners with speech difficulties could use residual speech as they are lip read by peers, learner support assistant, teacher or sign, use total communication or use the multipurpose communication board during the discussion. Apply this adaptation in all activities where the use of speech is involved. ● Choose a PCI that needsimmediate attention and explain why. ● Discuss possible solutions to the identified issue. ● Propose the most appropriatesolution to the problem. ● Discuss ways and tools they can use to collect information on a problem (questionnaires, interviews,observation). ● Develop tools for collecting the information/data. Learners with manipulation difficulties could be supported by peers, learner support assistant or a scribe to write/ develop the tools. Apply this adaptation in all activities where the use of manipulation is involved. ● Identify resources they needfor the activity. ● Collect the information/data using various means.	1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging?

| | | ● Develop various reporting tools on their findings.
● Use the developed tools to report on their findings.
● Implement the project.
● Collect feedback from peers and school community regarding the CSL activity.
● Share the report on activity through various media to peers and school community.
● Discuss the strengths and weaknesses of implementedproject and lessons learnt.
• Reflect on how the project enhanced own learning whileat the same time facilitated service on an issue in the school community. | |

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Identifying and analysing apertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Identifies a pertinent issue in society to be addressed.	Learner defines and discusses a pertinentissue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
Planning to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities andgenerating data on the CSL project.
Designing solutions to the identified problem and implementing them	Learner constantly applies the knowledgeand skills gained in subjects to address the identified issue/ problem.	Learner applies the knowledge and skillsgained in subjects to address the identifiedissue/ problem.	Learner applies the knowledge and skills gained in subjects to address the identified issue/ problem with some support.	Learner requires a lot of probing to apply the knowledgeand skills gained in subjects to address the identified issue/ problem.

Sharing findings to relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of theissue addressed in theactivity.	Learner shares someof the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
Reflecting on own learning andrelevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines thebenefits of the CSL activity on the target community and own learning.	Learner struggles tooutline the benefits of the CSL activity on the target community and own learning.