REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES
GRADE 7

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

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

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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LESSON 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	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	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-fulfillment**

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 a 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 instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Social Studies is an integrated subject 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 and responsible leadership, including raising current social and environmental concerns. It prepares the learner for local, regional, 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 to the 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, 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, economic and 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 moral development, Dewey's social constructivism and Vygotsky's socio-cultural development theory have informed the development of this design. Social Studies will prepare the learners for the social sciences pathway in senior school.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:

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

STRAND 1.0: SOCIAL STUDIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Social Studies	1.1 Career and Entrepreneurial Opportunities in Social 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 to humanity, b) explore career opportunities related to Social Studies in Kenya and globally, c) examine entrepreneurial opportunities for Social Studies in society, d) apply appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies, e) recognize biological differences devoid of stereotypes in career choices and entrepreneurial	Learner is guided to: • Brainstorm on the importance of Social Studies for personal development service to humanity • Use print or digital resources to explore careers in Social Studies in Kenya and globally • Create a list of careers in history, geography and citizenship education from a list of university career options • Discuss suitable careers in social studies, • Initiate and develop class rules that discourage gender stereotypes in career choices	1. How do careers and entrepreneurial opportunities emanating from Social Studies serve self and humanity? 2. How can we demonstrate respect for one's gender identity in pursuit of career and entrepreneurial opportunities in Social Studies?

		opportunities in Social Studies, f) demonstrate respect for one's gender identity in pursuit of Social Studies careers and entrepreneurial opportunities, g) appreciate the role of Social Studies for promotion of social cohesion.	• Brainstorm on entrepreneurial opportunities for Social Studies in society • Create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school	

Core Competencies to be developed:
- Citizenship- as learner initiates and develop class rules that discourage gender stereotypes in career choices.
- Communication- as learners brainstorm on the importance of Social Studies for personal development service to humanity.
- Critical Thinking and Problem Solving- as learner initiates and develop class and club rules that discourage gender stereotypes.
- Self-efficacy- as learners discuss suitable careers and hold peer led symposia on careers in Social Studies.
- Learning to Learn- as learner participates 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.

Values:
- Unity- as learners brainstorm on the importance of Social Studies for personal development service to humanity.
- Patriotism- as learner initiates and develop class rules that discourage gender stereotypes in career choices.
- Respect- as learner demonstrates respect for one's gender identity in daily interactions regardless of sociocultural perspectives.

• Peace- as learner recognises biological differences devoid of stereotypes in career choices in social studies.
• Integrity- as learner initiate and develop class and club rules that discourage gender stereotypes.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness- as learner identifies suitable careers in Social Studies.
- Gender awareness- as learner addresses gender stereotypes associated with career choices in school and the community.
- Decision Making- as learner explores careers and entrepreneurial opportunities related to Social Studies.
- Problem Solving- as learner applies appropriate strategies for addressing gender stereotypes associated with career choices in school and the community.

Link to other subjects:

- Computer Science- as learner uses digital resources to explore careers in Social Studies in Kenya and globally.
- Life Skill Education- as learner identifies 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 learner uses print or digital resources to explore careers in Social Studies in Kenya and globally.
- Computer Science- as learner uses 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 leaner promotes human dignity and equality before God and value biological differences devoid of stereotypes.
- Kenyan Sign Language, Kiswahili and English- as learner develops communication messages and create talking walls with slogans on gender equity and careers.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to analyse importance of Social Studies for personal development and service to humanity.	With examples analyses importance of Social Studies for personal development and service to humanity.	Analyses importance of Social Studies for personal development and service to humanity.	Partially analyses importance of Social Studies for personal development and service to humanity.	With support, analyses importance of Social Studies for personal development and service to humanity.
Ability to explore career opportunities related to Social Studies in Kenya and globally.	Comprehensively explores career opportunities related to Social Studies in Kenya and globally.	Explores career opportunities related to Social Studies in Kenya and globally.	Partly explores some of the career opportunities related to Social Studies in Kenya and globally.	With guidance, explores some of the career opportunities related to Social Studies in Kenya and globally.
Ability to examine entrepreneurial opportunities for Social Studies in the society.	With examples examines entrepreneurial opportunities for Social Studies in the society.	Examines entrepreneurial opportunities for Social Studies in the society.	Partialy examines some of the entrepreneurial opportunities for Social Studies in the society.	With assistance, examines entrepreneurial opportunities for Social Studies in the society.

STRAND 2.0: NATURAL AND THE BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 Natural and Historic the 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, shape and size of Africa, b) identify the countries that make up the African continent, c) use latitudes and longitudes to locate places and features on a map, d) calculate the time of different places in the world using longitudes, e) distinguish pictures, plans and maps as used in Social Studies,	Learner is guided to: • Brainstorm in groups, the position, shape and size of Africa and share in class • Brainstorm in groups the countries that make up Africa and display in class • Draw an outline map of Africa and indicate the countries that make up Africa and display in class • Use relevant print, media or digital devices to establish the position and location of places and features on a map • Practice calculating time of different places using longitudes	1. How do we locate places and features on a map? 2. How are latitudes and longitudes useful in day to day lives?

| | | f) examine the three types of maps used in Social Studies, <br> g) recognize the importance of maps in day to day lives. | • Using pictures, plans and maps, differentiate the three as used in Social Studies
 • Research on the three types of maps used in Social Studies and make summary notes *(Topographical maps, Sketch maps and Atlas Maps)*
 • Discuss in groups the uses of different types of maps and present in class. | |

Core competencies to be developed:
- Citizenship- as learner takes pride and have a sense of belonging to Kenya as they describe the location and position of Kenya in Africa.
- Collaboration- as learners practice in pairs, calculating time of different places using longitudes.
- Digital Literacy- as learner uses digital devices to establish the position and location of places and features on a map.
- Critical thinking- as learner uses latitudes and longitudes to locate places and features on a map.
- Self-efficacy- as learner draws an outline map of Africa and indicate the countries that make up Africa for display in class.

Values:
- Responsibility- as learner researches on the three types of maps used in Social Studies and make summary notes.
- Patriotism- as learner draws an outline map of Africa and indicate the countries that make up Africa and display in class.
- Unity- as learner work in groups to brainstorm the position, shape and size of Africa and share the points in class.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion- as learners brainstorm in groups, the position, shape and size of Africa and share in class.
- Environmental Education- as learner uses latitudes and longitudes to locate the position of places and features on a map.
- Self-esteem- as learner uses longitudes correctly to calculate time of different places in the world.

Link to other subjects:
- Computer Science- as learner uses relevant print, media or digital devices to practice calculating time of different places using longitudes.
- Mathematics- as learner uses 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.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the position, shape, and size of Africa.	Comprehensively describes the position, shape, and size of Africa.	Describes the position, shape, and size of Africa.	Partially describes the position, shape, and size of Africa.	With assistance, describes the position, shape, and size of Africa.

Ability to use latitudes and longitudes to locate places and features on a map.	With examples uses latitudes and longitudes to locate places and features on a map.	Uses latitudes and longitudes to locate places and features on a map.	Uses some latitudes and longitudes to locate some of the places and features on a map.	With support, uses latitudes and longitudes to locate some of the places and features on a map.
Ability to calculate time of different places in the world using longitudes.	Skilfully calculates time of different places in the world using longitudes.	Calculates time of different places in the world using longitudes.	Partially calculates time of some of the different places in the world using longitudes.	With assistance, calculates time of some of the different places in the world using longitudes.
Ability to distinguish pictures, plans and maps as used in Social Studies.	With examples distinguishes pictures, plans and maps as used in Social Studies.	Distinguishes pictures, plans and maps as used in Social Studies.	Partially distinguishes some of the pictures, plans and maps as used in Social Studies.	With challenges, distinguishes some of the pictures, plans and maps as used in Social Studies.
Ability to examine the three types of maps used in Social Studies.	With examples distinctively examines the three types of maps used in Social Studies.	Examines the three types of maps used in Social Studies.	Somewhat examines some of the the three types of maps used in Social Studies.	With support, examines some of the three types of maps used in Social Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 should be able to: a) describe the origin, size, shape and position of the earth in the solar system, b) examine the effects of rotation and revolution of the earth on human activities, c) illustrate the internal structure of the earth in the solar system, d) appreciate the effects of rotation and revolution of the earth on human activities.	Learner is guided to: • Share stories on the origin of the earth from their communities • Use relevant print or digital resources to find out about the theories explaining the origin of the earth (*the passing star theory and the nebula theory*) • Use print or media resources to brainstorm in groups the size, shape and position of the earth in the solar system, • Do library research on effects of rotation and revolution of the earth on human activities • Draw the solar system and indicate the position of the earth as the home of humankind	1. How did the earth come into being? 2. Why is it important to understand the solar system?

			• model the solar system and show the position of the earth and display in class; • draw the internal structure of the earth and display in class*(core, mantle and crust)*.	

Core competencies to be developed:
- Learning to learn- as learner does library research on the position of the earth in the solar system and write short notes.
- Self-efficacy- as learner models the solar system and show the position of the earth and display in class.
- Citizenship- as learner draws the solar system and indicate the position of the earth as the home of humankind.
- Creativity and Imagination- as learner models the internal structure of the earth, display in class, do gallery walk to peer assess the models.

Values:
- Respect- as learner shares stories on the origin of the earth.
- Patriotism- as learner draws the solar system and indicate the position of the earth as the home of humankind.
- Unity- as learners brainstorm in groups on the origin, size, shape of the earth and share the findings in class.

Pertinent and Contemporary Issues (PCIs):
- Environmental Education- as learner examines the effects of rotation and revolution of the earth on human activities.
Social cohesion- as learner shares stories on the origin of the earth from their communities and brainstorm in groups on the origin, size, shape of the earth and share in class.

Link to other subjects:
- Integrated Science- as learner explains the origin, size, shape and position of the earth in the solar system.

- English, Kiswahili and Kenyan Sign Language- as learner does library research on the position of the earth in the solar system and write short notes.
- Computer Science- as learner uses relevant print or digital resources to find out the theories explaining the origin of the earth (*the passing star theory and the Nebula theory*).

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the origin, size, shape and position of the earth in the solar system.	With examples describes the origin, size, shape and position of the earth in the solar system.	Describes the origin, size, shape and position of the earth in the solar system.	Partially describes the origin, size, shape and position of the earth in the solar system.	With support, describes the origin, size, shape and position of the earth in the solar system.
Ability to examine the effects of rotation and revolution of the earth on human activities.	With examples examines 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.	Partly examines the effects of rotation and revolution of the earth on human activities.	With assistance, examines the effects of rotation and revolution of the earth on human activities.
Ability to illustrate the internal structure of the earth in the solar system.	Creatively illustrates the internal structure of the earth in the solar system.	Illustrates the internal structure of the earth in the solar system.	Partialy illustrates internal structure of the earth in the solar system.	With guidance, illustrates aspects of the internal structure of the earth in the solar system.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 should be able to: a) describe the elements of weather in the environment, b) analyse and interpret data on weather conditions in the environment, c) explain the factors considered when siting a weather station, d) construct selected instruments for measuring elements of weather, e) examine the significance of weather to human environment, f) respond appropriately to different weather conditions in the environment.	Learner is guided to: • Use relevant print or digital resources to describe the elements of weather in the environment • use appropriate print, media or digital resources to analyse and interpret data on weather conditions in the environment • In groups, record and calculate weather conditions in the local environment *(temperature, rainfall)* • Demonstrate how to site a weather station in the school compound • In groups, use locally available materials to construct selected instruments for measuring elements of weather (a *rain gauge/ wind vane/windsock)* and peer assess	1. Why are elements of weather in the environment important? 2. How can we predict change in weather conditions?

| | | | • In groups, brainstorm on significance of weather to human environment and how to appropriately change to varied weather conditions. | |

Core Competencies to be developed:
- Communication- as learner describes the elements of weather, compose and sing songs or recite poems on the significance of weather to the human environment.
- Self-efficacy- as learner accurately measures, 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 learner uses appropriate digital resources to describe elements of weather, analyse and interpret data on weather conditions.

Values:
- Responsibility- as learner carefully handles instruments for measuring weather elements, analyse and interpret weather data using digital resources.
- Respect and love for one another- as learner measures the weather elements, consider each others' views; construct instruments for measuring elements of weather, compose and sing songs or recite poems on the significance of weather to human activities.

Pertinent and Contemporary Issues (PCIs):
- Safety and security- as learner acquires knowledge on weather elements and respond appropriately to different weather conditions and as they construct the weather instrument in the environment.
- Decision making- as learner make informed decisions based on the analysis and interpretation of weather data.

Link to other subjects:
- English, Kiswahili and Kenyan Sign Language- as learner describes 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 and use appropriate digital devices to analyse and interpret data on weather conditions.
- Computer Science- as learner uses relevant digital resources to describe the elements of weather in the environment and when using appropriate digital devices to analyse and interpret data on weather conditions.
- Visual Arts- as learner constructs instruments for measuring elements of weather (*rain gauge, wind vane or windsock*)
- Performing Arts as learner composes and sing songs or recite poems on the significance of weather to human environment

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to describe the elements of weather in the environment.	Skilfully describes the elements of weather in the environment.	Describes the elements of weather in the environment.	Partialy describes the elements of weather in the environment.	With support, describes the elements of weather in the environment.
Ability to analyse and interpret data on weather conditions.	With examples analyses and interprets data on weather conditions.	Analyses and interprets data on weather conditions.	Partly analyses and interprets data on weather conditions.	With assistance, analyses and interprets data on weather conditions.
Ability to explain the factors considered in siting a weather station.	Exhaustively explains the factors considered in siting a weather station.	Explains the factors considered in siting a weather station.	Partialy explains the factors considered in siting a weather station.	With support, explains the factors considered in siting a weather station.
Ability to construct selected instruments for measuring elements of weather (*rain gauge or wind vane*).	Creatively constructs selected instruments for measuring elements of weather (*rain gauge or wind vane*).	Constructs selected instruments for measuring elements of weather(*rain gauge or wind vane*).	Partially constructs the selected instruments for measuring elements of weather (*rain gauge or wind vane*).	With assistance, constructs the selected instruments for measuring elements of weather (*rain gauge or wind vane*).
Ability to examine the significance of weather to human environment.	With examples examines the significance of weather to human environment.	Examines the significance of weather to human environment.	Partially examines the significance of weather to human environment.	With assistance, examines the significance of weather to human environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Natural and Built Environments in Africa	**2.4 Historical Information** **(4 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify various sources of historical information in the society, b) distinguish between primary and secondary sources 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 historical information in providing evidence of past human accounts, e) recognize sources of historical information in understanding past human accounts,	Learner is guided to: • Use appropriate print, media or digital resources to find out sources of historical information in the society and share in class • Design posters on primary and secondary sources of historical information in the society and display in class • Discuss ways of preserving sources of historical information • Debate on the significance of various sources of historical information in providing evidence of past human accounts	1. How does the past shape the present and future? 2. How significant are 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.		

Core Competencies to be developed:
- Communication and Collaboration- as learner expresses themselves with clarity as they debate on the significance of historical information.
- Digital Literacy- as learner finds out the sources of historical information using appropriate media.
- Learning to learn- as learners debate on the significance of sources of historical information.
- Citizenship- as learner learns about sources of historical information and explore how the sources have been preserved.

Values:
- Patriotism- as learner explores how the sources of historical information have been preserved.
- Unity- as learner works together designing posters on primary and secondary sources of historical information and display them in class.
- Responsibility- as learner correctly uses appropriate print media or digital resources to find out sources of historical information and share the same in class.

Pertinent and Contemporary Issues(PCIs):
- Self-esteem- as learners debate on the significance sources of historical information to the society.
- Creative thinking- as learner skillfully creates posters on the sources of historical information and display them conveniently in class.
- Social cohesion- as learners debate as a class on the significance of historical sources of information in the society.

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 learner designs posters on primary and secondary sources of historical information in the society.
- Computer Science- as learner uses appropriate media/digital resources to find out sources of historical information in the society and share in class.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify sources of historical information in the society.	With examples identifies sources of historical information in the society.	Identifies sources of historical information in the society.	Party identifies the sources of historical information in the society.	With support, identifies the sources of historical information in the society.
Ability to distinguish between the primary and secondary sources of historical information in the society.	Skilfully distinguishes between the primary and secondary sources of historical information in the society.	Distinguishes between the primary and secondary sources of historical information in the society.	Partialy distinguishes between the primary and secondary sources of historical information in the society.	With guidance distinguishes between the primary and secondary sources of historical information in the society.

Ability to explore how the sources of historical information have been preserved in the society.	With examples explores how the sources of historical information have been preserved in the society.	Explores how the sources of historical information have been preserved in the society.	Partialy explores how the sources of historical information have been preserved in the society.	With assistance, explores the sources of historical information have been preserved in the society,
Ability to assess the significance sources of historical information in providing evidence of past human accounts.	With examples assesses the significance of sources of historical information in providing evidence of past human accounts.	Assesses the significance sources of historical information in providing evidence of past human accounts.	Partly assesses the significance of sources of historical information in providing evidence of past human accounts.	With assistance, assesses the significance of 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 Human Origin** **(4 Lessons)**	By the end of the sub-strand, the learner should be able to: a) explore traditional stories of human origin from selected African communities, b) explain the religious stories about the origin of humankind, c) examine factors proving that Africa is the cradle of humankind, d) record traditional stories about the origin of humankind in society, e) appreciate the various stories of human origin for self-identity.	Learner is guided to: • Engage a resource person to discuss the traditional and religious stories on human origin • In groups, learners compare the different stories on human origin; • Write essays on human evolution in Africa • Watch video clip on features proving that africa is the cradle of humankind • Write a collaborative essay on traditional and religious stories of human origin • Use relevant print and electronic media resources to explain why Africa is the cradle of humankind	1. Where did we come from? 2. Why is Africa the cradle of humankind?

| | | | · Brainstorm on factors proving that Africa is the cradle of humankind
· Discuss ways of recording traditional stories about the origin of humankind in society
· Develop communication messages on Africa as the cradle of humankind | |

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 learner engages with a resource person to discuss the traditional and religious stories on human origin.
- Digital Literacy- as learner uses print and electronic media resources to search for information on human origin.
- Citizenship- as learners identify with the information on traditional myths in the community on human origin.

Values:
- Responsibility- as learners work in groups to compare different stories on human origin.
- Patriotism- as learners share stories about human origin in the community.
- Unity- as learners work in groups to compare the different stories on human origin.
- Respect- as learner engage a resource person to discuss the traditional and religious stories on human origin.

Pertinent and Contemporary Issues (PCIs):
- Self-esteem- as learners work in groups to compare different stories on human origin.
- Social Cohesion- as learner uses relevant print and electronic media resources to explain why Africa is the cradle land of humankind.

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the traditional stories of human origin from the selected African communities.	With examples explores traditional stories of human origin from the selected African communities.	Explores traditional stories of human origin from the selected African communities.	Partialy explores the traditional stories of human origin from the selected African communities.	With support, explores the traditional stories of human origin from the selected African communities.
Ability to explain the religious stories about origin of humankind.	Skiilfuly explains the religious stories of the origin of humankind.	Explains the religious stories of the origin of humankind.	Partly explains the religious stories about origin of humankind.	With assistance, explains the religious stories of the origin of humankind.
Ability to examine factors proving that Africa is the cradle of humankind.	Exhaustively examines factors proving that Africa is the cradle of humankind.	Examines factors proving that Africa is the cradle of humankind.	Partially examines the factors proving that Africa is the cradle of humankind.	With support, examines the factors proving that Africa is the cradle of humankind.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 selected ancient Kingdoms in Africa, c) locate the selected ancient kingdoms on the map of Africa, d) assess the contributions of early African civilization to the modern world, e) appreciate the contribution of early civilization to the development of modern world.	Learners are guided to; • Use digital or print resources to research on the terms; state, kingdom and empire as used in Social Studies • Brainstorm factors which led to growth of ancient Egypt, Great Zimbabwe and Kingdom of Kongo • Use appropriate print or digital resources to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo on a map of Africa • Discuss in groups the contributions of early African civilization to the modern world • View an audio-visual documentary on the contribution of early African civilization to the modern world.	1. Why is it important to study early African civilization today? 2. How has early African civilization contributed to the development of modern world?

Core Competencies to be developed:
- Communication- as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.
- Citizenship- as learner uses appropriate print or digital resources to locate ancient Egypt, Great Zimbabwe and the 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 learner uses appropriate print or digital devices to locate ancient Egypt, Great Zimbabwe and the Kingdom of Kongo on a map of Africa and view an audio-visual documentary on the contribution of early African civilization to the modern world.
- Learning to Learn- as learners discusses in groups the contributions of early African civilization to the modern world.

Values:
- Responsibility- as learner uses appropriate print or digital resources to download map of Africa showing the location of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.
- Respect- as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.
- Unity- as learners discuss in groups the contribution of early African civilization to the modern world.
- Peace- as learners work in groups to accomplish various tasks.

Pertinent and Contemporary Issues (PCIs):
- Self-esteem- as learners brainstorm factors which led to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.
- Social cohesion- as learner views in class an audio-visual documentary on contribution of early African civilization to modern world.
- Good Governance- as learner explains factors which led to to growth of Ancient Egypt, Great Zimbabwe and Kingdom of Kongo.

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the terms; state, kingdom and empire as used in Social Studies.	With examples explains the terms; state, kingdom and empire as used in Social Studies.	Explains the terms; state, kingdom and empire as used in Social Studies.	Partialy explains the terms; state, kingdom and empire as used in Social Studies.	With assistance, explains the terms; state, kingdom and empire as used in Social Studies.
Ability to explore factors that led to the growth of Ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	Skillfuly explores 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.	Partly explores the factors that led to growth of Ancient Egypt, Great Zimbabwe and the Kongo Kingdom.	With assistance, explores the factors that led to growth of Ancient Egypt, Great Zimbabwe and the Kongo Kingdom.

Ability to locate Ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Creatively locates Ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Locates Ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	Partially locates Ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.	With support locating Ancient Egypt, Great Zimbabwe and the Kongo Kingdom on a map of Africa.
Ability to assess the contributions of early African civilization to the modern world.	With examples assesses the contributions of early African civilization to the modern world.	Assesses the contributions of early African civilization to the modern world.	Partly assesses some of the contributions of early African civilization to the modern world.	With guidance, assesses some of the contributions of early African civilization to the modern world.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	**3.3 Social organisation of selected African Communities up to 1900** **(4 lessons)**	By the end of the sub-strand, the learner should be able to: a) locate on a map of Africa the areas settled by the selected African communities, b) describe the social organisation of selected African communities up to 1900, c) compare the social organisation of the selected African communities up to 1900, d) value the Kenyan and African rich cultural diversity among communities, e) desire to appreciate and promote positive social interactions among various communities.	Learners are guided to: • Draw a map of Africa and indicate the areas settled by the selected African communities (The *Ogiek, Zulu, Asante*); • Use print or digital devices to research on social organisation of selected African communities up to 1900 *(The Ogiek, Zulu, Asante)* • Brainstorm in groups on the aspects of social organisation of the selected African communities • Debate on the differences and similarities in social organisation of the selected African communities up to 1900	1. How were African communities organised socially up to 1900? 2. How can we promote positive social interactions among communities?

Core Competencies to be developed:
- Communication and Collaboration- as learners brainstorm the aspects of social organisation of the selected African communities up to 1900.
- Learning to learn- as learner researches on social organisation of selected African communities up to 1900.
- Digital literacy- as learner uses digital devices to research on social organisation of selected African communities up to 1900.

Values:
- Respect- as learner recognises each other's contribution and debate on the differences and similarities in social organisation of the selected African communities up to 1900.
- Peace- as learners brainstorm in groups on the aspects of social organisation of the selected African communities.
- Responsibility- as learner researches on social organisation of selected African communities up to 1900 *(The Ogiek, Zulu, Asante).*

Pertinent and Contemporary Issues (PCI):
- Social cohesion- as learner draws the map of Africa and indicate the areas settled by the selected African communities
(the *Ogiek, Zulu, Asante*) and debate on the differences and similarity in social organisation of the selected African communities up to 1900.
- Self-esteem- as learner draws the map of Africa and indicate the areas settled by the selected African communities (The *Ogiek, Zulu, Asante*).

Link to other Subjects:
- English, Kiswahili, Kenyan Sign Language and Indigenous languages- as learners brainstorm various aspects of social organisation of African communities up to 1900.
- Computer Science- as learner uses digital devices to search for information on social organisation of selected communities.

- Visual Arts- as learner draw a map of Africa and indicate the areas settled by the selected African communities (The *Ogiek, Zulu, Asante*).

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to locate on the map of Africa the areas settled by the selected African communities.	Skilfully locates on the map of Africa, the areas settled by the selected African communities.	Locates on the map of Africa, the areas settled by the selected African communities.	Partialy locates on the map of Africa, some of the areas settled by the selected African communities.	With support, locates on the map of Africa, some of the areas settled by the selected African communities.
Ability to describe the social organisation of selected African communities up to 1900.	With examples describes the social organisation of selected African communities up to 1900.	Describes the social organisation of selected African communities up to 1900.	Partly describes aspects of social organization of selected African communities up to 1900.	With prompts, describes social organisation of selected African communities up to 1900.
Ability to compare the social organisation of the selected African communities up to 1900.	Elaborately compares the social organisation of selected African communities up to 1900.	Compares the social organisation of selected African communities up to 1900.	Partly compares the social organisation of some of the selected African communities up to 1900.	With guidance, compares the social organisation of some 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) categorise desirable and undesirable personality attributes in a multi-cultural society, c) investigate different components of human identity in a multi-cultural society, d) apply inclusion in day to day 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 • Research using appropriate print, library resources or digital devices on desirable and undesirable personality attributes in a multi-cultural society • Find out from community members, library resources print or other relevant sources different components of human identity in a multi-cultural society and share in class • Debate on ways of applying inclusion in day to day interactions • Compose and recite poems which propagate respect and appreciation of diversity to promote social cohesion	1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

Core Competencies to be developed:

- Self-efficacy- as learner researches on desirable and undesirable personality attributes and present in class.
- Communication and Collaboration- as learners brainstorm personality attributes which make individuals different from others.
- Digital literacy- as learner uses digital devices to research on desirable and undesirable personality attributes in a multi-cultural society.
- Learning to learn- as learner finds out from community members, library resources print or other relevant sources, different components of human identity and share the information in class.

Values:

- Respect- as learners listens to each other as they brainstorm personality attributes which make individuals different from others.
- Unity- as the learner role plays in class the unique personality attributes to enhance self-awareness.

Pertinent and Contemporary Issues (PCIs):

- Self-esteem- as learner composes and recite poems which propagate culture of respect among students and present in assembly once a term.
- Self-awareness- as learner role plays in class the unique personality attributes to enhance self-awareness.
- Decision Making- as learner categorises personality attributes into desirable and undesirable.
- Social Cohesion- as learner role plays in class the unique personality attributes to enhance self-awareness.

Link to other subjects:

- Life Skills Education- as learners brainstorm and categorise personality attributes into desirable and undesirable.
- English, Kiswahili and Kenyan Sign Language- as learners brainstorm on personal attributes which make them different from others.
- Computer Science- as learner uses digital devices to research on desirable and undesirable personality attributes.
- Performing Arts- as learner recites poems which propagate respect and appreciation of diversity.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify personality attributes which make individuals different from others in school.	Skilfully identifies personality attributes which make individuals different from others in school.	Identifies personality attributes which make individuals different from others in school.	Partially identifies some of the personality attributes which make individuals different from others in school.	With assistance, identifies the personality attributes which make individuals different from others in school.
Ability to categorise desirable and undesirable personality attributes in a multi-cultural society.	Creatively categorises desirable and undesirable personality attributes in a multi-cultural society.	Categorises desirable and undesirable personality attributes in a multi-cultural society.	Party categorises desirable and undesirable personality attributes in a multi-cultural society.	With support, categorises desirable and undesirable personality attributes in a multi-cultural society.
Ability to investigate different components of human identity in a multi-cultural society.	Exhaustively investigates different components of human identity in a multi-cultural society.	Investigates different components of human identity in a multi-cultural society.	Partly investigates the different components of human identity in a multi-cultural society.	With support, investigates some of the different components of human identity in a multi-cultural society.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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) discuss 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) recognise the significance of enhancing peace at the individual level.	Learner is guided to: • Find out the vernacular names for peace in their communities and share the information in class • Compose and recite peace poems • Brainstorm, in groups, personal characteristics that express a state of peace • Brainstorm in groups various approaches that can promote one's inner peace and the contribution of personal peace to responsible citizenship • Write down what they plan to do in order to improve inner peace and relations with their family, school or community	How can we promote peace at 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- 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 learner writes down what they plan to do in order to improve inner peace and relations with their family, school or community.

Values:
- Peace- as learner applies 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 learner finds 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.
- Unity- as learners brainstorm various approaches that can promote one's inner peace and the contribution of personal peace to citizenship.

Pertinent and Contemporary Issues (PCIs):
- Self –awareness- as learner finds 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 learner writes 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- as learner writes down what they plan to do to improve inner peace and relationships with their family, school or community.

Link to other subjects:
- Indigenous Languages- as learner identifies 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 and explore various approaches that can promote one's inner peace and the contribution of personal peace to citizenship.
- Performing Arts- as learner composes and recite peace poems.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to examine peace and conflict for personal wellbeing.	With examples examines peace and conflict for personal wellbeing.	Examines peace and conflict for personal wellbeing.	Partially examines peace and conflict for personal wellbeing.	With assistance, examines peace and conflict for personal wellbeing
Ability to assess the contribution of personal peace to responsible citizenship.	With examples assesses the contribution of personal peace to responsible citizenship.	Assesses the contribution of personal peace to responsible citizenship.	Partly assesses the contribution of personal peace to responsible citizenship.	With prompts, assesses the contribution of personal peace to responsible citizenship.
Ability to discuss personal characteristics that express a state of peace for mutual social wellbeing.	With examples discusses personal characteristics that express a state of peace for mutual social wellbeing.	Discusses personal characteristics that express a state of peace for mutual social wellbeing.	Partialy discusses some personal characteristics that express a state of peace for mutual social wellbeing.	With support, discusses personal characteristics that express a state of peace for mutual social wellbeing.
Ability to investigate various approaches that can promote one's inner peace for harmonious living.	Exhaustively investigates 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.	Partly investigates some of the approaches that can promote one's inner peace for harmonious living.	With assistance, investigates the approaches that can promote one's inner peace for harmonious living.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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) discuss the factors that led to development of the Indian Ocean slave trade, c) describe the organisation 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,	Learner is guided to: • Brainstorm in groups on: - Meaning of slavery and servitude, - Various forms of slavery and servitude in traditional african society • Use print or view a video clip to identify factors which led to development of indian ocean slave trade • Use print or digital resources to research on the organisation of indian ocean slave trade • Debate on various social injustices committed on the africans during indian ocean slave trade in 15th century	Why has slavery and servitude been existing for thousands of years?

		f) desire to promote human dignity for a just and peaceful world.	• Use appropriate print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa	

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

Values:
- 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 slave trade in 15th century.
- Responsibility- as learner uses print or digital resources to locate the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Pertinent and contemporary issues(PCIs):
- Social cohesion- as learners debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.
- Human Rights- as learner identifies 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.

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

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify various forms of slavery and servitude in traditional African society.	Skilfully identifies various forms of slavery and servitude in traditional African society.	Identifies various forms of slavery and servitude in traditional African society.	Partialy identifies some of the various forms of slavery and servitude in traditional African society.	With assistance, identifies the various forms of slavery and servitude in traditional African society.
Ability to discuss factors which led to development of Indian Ocean slave trade in Eastern Africa.	With examples discusses factors, which led to development of Indian Ocean slave trade in Eastern Africa.	Discusses factors, which led to development of Indian Ocean slave trade in Eastern Africa.	Partly discusses factors, which led to development of Indian Ocean slave trade in Eastern Africa.	With prompts , discussing factors, which led to development of Indian Ocean slave trade in Eastern Africa.

Ability to describe the organisation of Indian Ocean slave trade in Eastern Africa.	With examples describes the organisation of Indian Ocean slave trade in Eastern Africa.	Describes the organisation of Indian Ocean slave trade in Eastern Africa.	Somewhat describes the organisation of Indian Ocean slave trade in Eastern Africa.	With support, describes the organisation of Indian Ocean slave trade in Eastern Africa.
Ability to outline the various social injustices committed on the Africans during Indian Ocean slave trade.	Skilfully outlines 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.	Partly outlines social injustices committed on the Africans during Indian Ocean slave trade.	With assistance, outlines the social injustices committed on the Africans during Indian Ocean slave trade.
Ability to illustrate the geographical extent of the regions covered by Indian Ocean slave trade in Africa.	Creatively illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa.	Illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa.	Partialy illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa.	With support, illustrates the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 should be able to: a) explain factors influencing population distribution in Africa, b) locate densely and sparsely populated areas on the map of Africa, c) illustrate settlement patterns in Africa using diagrams, d) appreciate patterns of population settlement in Africa.	Learners are guided to: • Carry out a library research in groups on factors influencing population distribution and do class presentation • Use digital resources to establish areas that are densely and sparsely populated • Draw the map of Africa and indicate the densely and sparsely populated areas	Why does population distribution vary in different regions?

Core Competencies to be developed:
• Learning to Learn- as learner researches factors influencing population distribution in Africa in groups.
• Communication- as learner does class presentation of the research findings on factors influencing population distribution.
• Digital Literacy- as learner uses digital resources to establish densely and sparsely populated areas in Africa.
• Creativity- as learner draws a map of Africa and indicate the densely and sparsely populated areas.
• Self-efficacy- as learner present in class the factors influencing population distribution in Africa.

Values:

- Unity- as learner carries out a library research in groups on factors influencing population distribution and do a class presentation.
- Responsibility- as learner draws a map of Africa and indicate the densely and sparsely populated areas.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion- as learner researches in groups on factors influencing population distribution in Africa.
- Self-esteem- as learner does presentations in class on factors influencing population distribution in Africa.
- Technology safety- as learner uses digital resources to establish settlement patterns.

Link to other subjects:

- English, Kiswahili and Kenyan Sign Language- as learner researches in groups on population distribution in Africa.
- Computer Science- as learner uses digital resources to establish settlement patterns in Africa.
- Visual Arts- as learner designs posters or models of settlement patterns.

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to explain factors influencing population distribution in Africa.	Comprehensively explains factors influencing population distribution in Africa.	Explains factors influencing population distribution in Africa.	Partially explains factors influencing population distribution Africa.	With support explaines factors influencing population distribution in Africa.
Ability to locate densely and sparsely populated areas on a map of East Africa.	Creatively locates densely and sparsely populated areas on a map of East Africa.	Locates densely and sparsely populated areas on a map of East Africa.	Partly locates densely and sparsely populated areas on a map of East Africa.	With guidance, locates densely and sparsely populated areas on a map of East Africa.
Ability to illustrate settlement patterns in Africa using diagrams.	Creatively illustrates settlement patterns in Africa using diagrams.	Illustrates settlement patterns in Africa using diagrams.	Partialy illustrates settlement patterns in Africa using diagrams.	With assistance, illustrates settlement patterns in Africa using diagrams.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 People and Population	3.8 Field Work (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify types of field work in Social Studies, b) analyse methods of data collection and recording in field work, c) examine methods of data analysis and presentation in field work, d) explore challenges and solutions in carrying out field work, e) apply procedures of carrying out field work in research, f) desire to carry out field work in investigating phenomena.	Learner is guided to: • Use digital devices to find out types of field work • Discuss methods of data analysis and presentation • In groups, analyse and present the data collected during field work and share in class • Discuss in groups challenges likely to be encountered during field work and possible solutions • Use digital resources to research on the importance of field work • Carry out field work to investigate phenomena within the immediate environment	1. Why is field work important in social studies? 2. How should we conduct field work?

Core Competencies to be developed:
- Critical Thinking and Problem Solving- as learner investigates challenges and solutions in carrying out field work.
- Digital Literacy- as learner uses digital devices to find out types of field work and as they research on the importance of field work in Social Studies.
- Communication and Collaboration- as learners discuss in groups, challenges likely to be encountered during field work and possible solutions.
- Learning to Learn- as learner applies procedures of carrying out field work.

Values:
- Responsibility- as learner carries out field work to investigate phenomena within the immediate environment.
- Unity- as learners accomplishes tasks as a group.
- Respect- as learner recognises contributions of group members during discussions and as they engage with the resource person.

Pertinent and Contemporary Issues(PCIs):
- Self-Esteem- as learner analyses and present the data collected during fieldwork and share it in class.
- Problem Solving- as learner investigates challenges and solutions in carrying out field work.
- Peer Education- as learner analyses and present the data collected during field work and share the information in class.

Link to other subjects:
- English, Kiswahili and Kenyan Sign Language- as learner analyses and present the data collected during field work and share in class.
- Computer Science- as learner uses digital resources to find out types and importance of field work.
- Mathematics- as learner analyses data collected from fieldwork.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify types of field work in Social Studies.	With examples identifies types of field work in Social Studies.	Identifies types of field work in Social Studies.	Partly identifies types of field work in Social Studies.	With assistance, identifies types of field work in Social Studies.
Ability to explore methods of data collection and recording in field work.	With examples explores methods of data collection and recording in field work.	Explores methods of data collection and recording in field work.	Partially explores methods of data collection and recording in field work.	With support explores some methods of data collection and recording in field work.
Ability to examine methods of data analysis and presentation to ease interpretation.	With examples examines methods of data analysis and presentation to ease interpretation.	Examines methods of data analysis and presentation to ease interpretation.	Somewhat examines methods of data analysis and presentation to ease interpretation.	With assistance, examines methods of data analysis and presentation to ease interpretation.
Ability to investigate challenges and solutions in carrying out field work.	Systematically investigates challenges and solutions in carrying out field work.	Investigates challenges and solutions in carrying out field work.	Partially investigates challenges and solutions in carrying out field work.	With support Investigates challenges and solutions in carrying out field work.

STRAND 4.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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 practised 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,	Learners are guided to: • Use appropriate digital devices and other sources to research in groups on areas where early agriculture was practised in selected regions of the Rift Valley of Eastern African, Egypt and Nubia • Carry out a research in 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 • In groups identify crops grown and animals which were kept during early agriculture in Egypt, Nubia and Rift Valley of the East African region • View video clips or photographs on methods of irrigation used in ancient Egypt	Why did people start practising agriculture in Africa?

		e) value the importance of domestication of plant and animals in Africa, f) develop desire to practise agriculture as an economic activity.	• Draw diagrams showing methods of irrigation which were used in ancient Egypt • In groups discuss the contribution of the Nile valley agriculture to world civilisation • Collect/download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt • Establish a poster park on indigenous crops and animals during early agriculture which is accessible to the public	

Core competencies to be developed:

- Digital Literacy- as learner uses digital devices to research on areas where early agriculture was practised in selected regions.
- Critical Thinking- as learner carries 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- as learners discuss the contribution of the Nile Valley agriculture to world civilization.
- Creativity- as learner illustrates diagrams showing methods of irrigation which were used in ancient Egypt.

Values:
- Unity- as learner researches in groups on animals kept and types of crops grown during early agriculture.
- Patriotism as global citizens as- learner assess the contribution of Nile valley agriculture to world civilisation.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion- as learners work in groups to classify crops grown and animals which were kept during early agriculture.
- Environmental education- as learner illustrates methods of irrigation which were used during early agriculture.

Link to other subjects:
- Agriculture- as learner learns about methods of irrigation.
- English, Kiswahili and Kenyan Sign Language- as learner engage in discussions to communicate issues concerning agriculture.
- Visual Arts- as learner draws diagrams showing methods of irrigation which were used during early agriculture in Egypt.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to locate areas where early agriculture was practised in selected geographical regions.	Skillfully concisely locates areas where early agriculture was practised in selected geographical regions.	Locates areas where early agriculture was practised in selected geographical regions.	Partly locates areas where early agriculture was practised in selected geographical regions.	With support, locates areas where early agriculture was practised in selected geographical regions.

Ability to explore crops grown and animals kept in selected regions during early agriculture.	With examples explores crops grown and animals kept in selected regions during early agriculture.	Explores crops grown and animals kept in selected regions during early agriculture.	Partialy explores crops grown and animals kept in selected regions during early agriculture.	With assistance, explores crops grown and animals kept in selected regions during early agriculture.
Ability to illustrate methods of irrigation used in ancient Egypt.	Creatively illustrates methods of irrigation used in ancient Egypt.	Illustrates methods of irrigation used in ancient Egypt.	Partly illustrates methods of irrigation used in ancient Egypt.	With prompts , illustrates methods of irrigation used in ancient Egypt.
Ability to assess the contribution of Nile valley agriculture to world civilisation.	With examples assesses the contribution of Nile valley agriculture to world civilisation.	Assesses the contribution of Nile valley agriculture to world civilisation.	Partially assesses the contribution of Nile valley agriculture to world civilisation.	With support, assesses the contribution of Nile valley agriculture to world civilisation.

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 to 1900** **(3 Lessons)**	By the end of the sub-strand the learner should be able to: a) locate on the map of Africa areas occupied by the selected African communities, b) discuss the economic activities practised by the selected African communities, c) compare the economic activities of the selected African communities, d) appreciate the economic activities of the selected African communities.	Learners are guided to: • Draw the map of Africa and indicate areas occupied by selected African communities (The *Ogiek, Zulu, Asante*) • Brainstorm the economic activities practised by the selected African communities (The *Ogiek, Zulu, Asante*) and present the findings in class • Make posters of economic activities practised by the selected African communities (The *Ogiek, Zulu, Asante*)	Why should we study economic activities of African communities up to 1900 today?

Core competencies to be developed:
- Communication and Collaboration-as learners brainstorm the economic activities practised by the selected African communities (The *Ogiek, Zulu, Asante*) and present the information in class.
- Creativity and Imagination- as learner makes posters of economic activities practised by the selected African communities (The *Ogiek, Zulu, Asante*).
- Self-efficacy- as learner draws the map of Africa and indicate areas occupied by selected African communities.

Values:
- Responsibility- as learner makes posters of economic activities practised by the selected African communities.
- Unity as learners brainstorm on the economic activities practised by the selected African Communities.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion- as learners brainstorm, the economic activities practised by the selected African Communities.
- Financial literacy- as learners discuss the economic activities practised by the selected African communities.

Link to other subjects:
- Agriculture- as learner learns about economic activities of the selected African communities.
- Business Studies- as learner engages a resource person to discuss the economic activities of the selected African communities and write a report.
- English, Kiswahili and Kenyan Sign Language- as learner engages in discussions on economic activities of the selected African communities.
- Visual Arts- as learner draws a map of Africa and indicate areas occupied by selected African communities.

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to locate on a map of Africa areas occupied by the selected African communities.	Skillfully locates on the map of Africa areas occupied by the selected African communities.	Locates on the map of Africa areas occupied by the selected African communities.	Somewhat locates on the map of Africa some of the areas occupied by the selected African communities.	With assistance, locates on the map of Africa some of the areas occupied by the selected African communities.
Ability to discuss the economic activities practised by the Ogiek, Zulu and the Asante.	With examples discusses the economic activities practised by the Ogiek, Zulu and the Asante.	Discusses the economic activities practised by the Ogiek, Zulu and the Asante.	Partially discusses economic activities practised by the Ogiek, Zulu and the Asante.	With support, discusses the economic activities practised by the Ogiek, Zulu and the Asante.
Ability to compare economic activities of the selected African communities.	Skillfully compares economic activities of the selected African communities.	Compares economic activities of the selected African communities.	Partly compares economic activities of the selected African communities.	With assistance, compares economic activities of the selected African communities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Resources and Economic Activities	**4.3 Internal Dynamics and Transformation in Africa** **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the transformation brought by introduction of money in Africa, b) discuss the use of money economy in trade, c) compare the use of money in currency trade and barter trade in Africa, d) develop interest to use money wisely for economic gain.	Learners are guided to: • Debate on the transformation brought by introduction of money in Africa • Visit a nearby market and carry out a field study on the of use money in trade and write a report • Brainstorm the impact of money on economy in groups of five • Role play use of money in currency trade and barter trade in Africa	How did the introduction of money economy promote business in Africa?

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

Values:
- Responsibility- as learner visits a nearby market and carry out a field study on the use of money in trade and write a report.
- Unity- as learners' role plays use of money, currency trade and barter trade in Africa.
- Integrity- as learner practises trading activities in class using money.

Pertinent and Contemporary Issues (PCIs)
- Financial literacy- as learners discusses the impact of money on the economy.
- Social cohesion- as learners role plays the use of money in currency trade and barter trade in Africa.
- Safety and security education- as learner visits a nearby market and carry out a field study on the use money in trade and write a report.

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

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to explain the transformation brought by introduction of money in Africa.	With examples explains the transformation brought by introduction of money in Africa.	Explains the transformation brought by introduction of money in Africa.	Partially explains the transformation brought by introduction of money in Africa.	With support, explains the transformation brought by introduction of money in Africa.
Ability to discuss the use of money economy in trade.	With examples discusses the use of money economy in trade.	Discusses the use of money economy in trade.	Partly discusses the use of money economy in trade.	With guidance , discussing the use of money economy in trade.
Ability to compare the use of money in currency trade and barter trade in Africa.	With examples compares 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.	Partialy compares the use of money in currency trade and barter trade in Africa.	With support, compares 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) discuss 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.	Learners are guided to: • In groups discuss the concept of sustainable use of resources and present in class • In groups 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	1. Why should we use resources sustainably? 2. What are barriers to sustainable use of resources?

Core competencies to be developed:
- Communication and collaboration- as learners in groups discuss the concept of sustainable use of resources and present in class.
- Critical Thinking and Problem Solving- as learner designs 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.

Values:
- Responsibility- as learner designs sustainable ways of using resources available at home and in school.
- Unity- as learners in groups discuss the concept of sustainable use of resources and write a collaborative story to present in class.
- Patriotism- as learner designs sustainable ways of using resources available at home and in school.

Pertinent and Contemporary Issues (PCIs)
- Poverty reduction- as learner designs sustainable ways of using resources available at home and in school.

Link to other subjects:
- English, Kiswahili and Kenyan Sign Language- as learner engages in discussions on sustainable use of resources and present in class.
- Integrated Science- as learner designs sustainable ways of using resources available at home and in school.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the concept of sustainable use of resources in society.	With examples discusses the concept of sustainable use of resources in society.	Discusses the concept of sustainable use of resources in society.	Partialy discusses the concept of sustainable use of resources in society.	With support, discusses the concept of sustainable use of resources in society.
Ability to explore sustainable ways of using resources available in the community.	With examples explores sustainable ways of using resources available in the community.	Explores sustainable ways of using resources available in the community.	Partly explores sustainable ways of using resources available in the community.	With assistance, explores the 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 organisation of the selected African communities up to 1900, b) discuss 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	Learner is guided to: • Brainstorm the political organisation of (*the Ogiek, the Zulu and the Asante)* up to 1900 • Brainstorm in groups the 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 the map of Africa and indicate the areas taken up by the different European countries*(Belgium, Britain, Germany, Italy , Spain and*	1. How were African communities politically organised before the coming of the Europeans? 2. How did developments in Europe influence the scramble and partition of Africa?

| | | 1884-1885 on the partitioning of Africa, <br> g) acknowledge the political organisation of the selected African communities up to 1900. | *Portugal)* during the partition of Africa
 • Using posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa | |

Core Competencies to be developed:
- Citizenship- as learner identifies 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 learner works in groups during group research on political organization of selected African communities.
- Self-efficacy- as the learner uses posters and display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa;
- Learning to Learn- as the learners debate on factors that led to the presence of Europeans in Africa; and
- Creativity and Imagination- as learner draw the 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.

Values:
- Patriotism- as the learner studies the selected African Communities.
- Unity- as the learners brainstorm the political organizstion of (*the Ogiek, the Zulu and the Asante)* up to 1900.
- Responsibility- as learner uses posters and display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa.
- Respect- as learner considers the opinion of each other as they brainstorm on political organizations of the (*Ogiek, the Zulu* and *the Asante)* up to 1900 and debate on factors that led to the presence of Europeans in Africa.

Pertinent and Contemporary Issues (PCIs)

Pertinent and Contemporary Issues (PCIs)
- Self-Awareness- as the learner identifies 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 to 1900.
- Social Cohesion- as learners discusses the various European groups that came to Africa.

Link to other subjects
- Kenyan Sign Language, English and Kiswahili- as learners debate on factors that led to the presence of Europeans in Africa.
- Visual Arts- as the learner draws the 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 and use posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to investigate the political organisation of the selected African communities up to 1900.	Exhaustively investigates the political organisation of the selected African communities up to 1900.	Investigates the political organisation of the selected African communities up to 1900.	Partially investigates the political organisation of the selected African communities up to 1900.	With support, investigates the political organisation of the selected African communities up to 1900.

Ability to discuss the concepts "Scramble for and Partition" of Africa.	With examples discusses the concepts "Scramble for and Partition" of Africa.	Discusses the concepts "Scramble for and Partition" of Africa.	Partly discusses the concepts "Scramble for and Partition" of Africa.	With prompts discusses the concepts "Scramble for and Partition" of Africa.
Ability to identify the various European groups that came to Africa.	Skillfully identifies the various European groups that came to Africa.	Identifies the various European groups that came to Africa.	Partly identifies the various European groups that came to Africa.	With support, identifies the various the various European groups that came to Africa.
Ability to match the countries in Africa with their colonial masters.	Creatively matches the countries in Africa with their colonial masters.	Matches the countries in Africa with their colonial masters.	Partialy matches the countries in Africa with their colonial masters.	With assistance, matches the countries in Africa with their colonial masters.
Ability to examine the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	With examples examines the terms of the 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.	Partly examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	With support, examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.2 The Constitution of Kenya** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to**:** a) discuss 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) develop desire to uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.	Learners are guided to: • Use print or digital devices in groups to conduct an online research and write a report on the importance of the Constitution and share in class • View a video on the promulgation of the Constitution of Kenya • Design a sample constitution for the class in groups and display in class • Write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya for promotion of good governance present • Discuss in groups ways of upholding and protecting 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?

Core competences to be developed:
- Citizenship- as learner views 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 learner composes a song on any eight national values enshrined in the Constitution and work in groups.
- Learning to Learn- as learner researches in the local community on the importance of the Constitution of Kenya to the society and share the findings with the school community.
- Digital Literacy- as learners in groups use digital devices to conduct online research and write an essay on the importance of the Constitution and share in class.

Values:
- Respect- as learner creates a sample constitution for the class in groups and display in class.
- Patriotism- as learner watches 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.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion- as learner conducts online research in groups 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 learner organises an open forum as a class to pass messages on public engagement and democratic representation to the community.

Link to other subjects:
- English, Kiswahili and Kenyan Sign Language- as learners hold discussions, group activities, write essays, and create a class constitution.
- Performing Arts- as learner composes songs, write slogans and make presentations in class and community.

- Computer Science- as learner uses digital devices to search for information such as conducting online research and writing an essay on the importance of the Constitution.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the importance of the Constitution of Kenya for mutual social wellbeing.	With examples discusses the importance of the Constitution of Kenya for mutual social wellbeing.	Discusses the importance of the Constitution of Kenya for mutual social wellbeing.	Partially discusses the importance of the Constitution of Kenya for mutual social wellbeing.	With support, discusses the importance of the Constitution of Kenya for mutual social wellbeing.
Ability to explore the national values as provided in the Constitution of Kenya for promotion of good governance.	With examples explores the national values as provided in the Constitution of Kenya for the promotion of good governance.	Explores the national values as provided in the Constitution of Kenya for the promotion of good governance.	Partly explores the national values as provided in the Constitution of Kenya for the promotion of good governance.	With assistance, explores the national values as provided in the Constitution of Kenya for the promotion of good governance.
Ability to analyse ways of upholding and protecting the Constitution of Kenya for social cohesion.	With examples analyses 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.	Partialy analyses ways upholding and protecting the Constitution of Kenya for social cohesion.	With support, analyses ways of upholding and protecting the Constitution of Kenya for social cohesion.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 practised in Africa, b) assess the importance of democracy in society, c) explain the role of citizens in democratic representation, d) examine the characteristics of various types of democracy in governance, e) apply democratic values in interactions with others in the community, f) desire to promote democratic values in the community.	Learners are guided to: • Role play the different types of democracy • Brainstorm in on the importance of democracy • Debate on the role of citizens in effective democratic representation • Use print or digital devices to identify characteristics of various types of democracy in governance • Develop a poster on similarities and differences on various types of democracy and display in class or school • Brainstorm in class, ways of applying democratic values during interaction with others in the community	1. Why should we practise democracy? 2. How can we promote democratic values in our society?

Core competences to be developed:
- Citizenship- as learners debate on the role of the citizens in effective democratic representation, brainstorm the importance of democracy and apply democratic values in interactions with others in the community.
- Collaboration- as learners brainstorm the importance of democracy.
- Learning to Learn- as learner conducts research on public engagement and democratic representation and share results in class or with the community.
- Digital Literacy- as learner uses online resources and digital devices to identify characteristics of types of democratic regimes in Africa and as they write an essay on types of democracy in Africa.
- Critical thinking- as learners discuss the role of citizens in a democracy and compare and contrast the characteristics of various types of democracy in Africa.

Values:
- Unity- as learner role plays the different types of democracy.
- Patriotism- as learners debate on the role of the citizen in effective democratic representation.
- Social justice- as learners 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.

Pertinent and Contemporary Issues (PCIs):
- Social cohesion- as learners discuss and debate the role of citizens in effective democratic governance.
- Good governance- as learner 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 to ensure effective democratic representation and work in groups.

Link to other subjects:
- Kenyan Sign Language, English and Kiswahili- as learners hold discussions, group activities, write essays, conduct debates and read materials on democracy.
- Performing Arts- as learners role-play the different types of democracy.
- Computer Science- as learner uses digital devices to search for information such as to identify characteristics of types of democratic regimes in Africa.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify types of democracy in Africa.	Skilfully identifies types of democracy in Africa.	Identifies types of democracy in Africa.	Partly identifies types of democracy in Africa.	With support, identifies the types of democracy in Africa.
Ability to assess the importance of democracy in Africa.	With examples assesses the importance of democracy in Africa.	Assesses the importance of democracy in Africa.	Partially assesses the importance of democracy in Africa.	With guidance, assessing the importance of democracy in Africa.
Ability to explain the role of the citizens in democratic representation.	Exhaustively explains the role of the citizens in democratic representation.	Explains the role of the citizens in democratic representation.	Partialy explains the roles of citizens in democratic representation.	With prompts, explains the role of the citizens in democratic representation.
Ability to examine the characteristics of various types of democracy in Africa.	With examples examines the characteristics of various types of democracy in Africa.	Examines the characteristics of various types of democracy in Africa.	Somewhat examines characteristics of various types of democracy in Africa.	With assistance, examines characteristics of various types of democracy in Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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 practised in 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 fostering solidarity, e) take action to promote equity and non-discrimination for posterity f) demonstrate respect , adherence to and promotion of human rights for sanctity of life.	Learners are guided to: • Use print or digital resources to examine evolution of human rights and report in class • In groups, create posters on the classification of human rights and display in school • In groups, use a tree to indicate characteristics of human rights and display in class • Brainstorm in groups on issues of equity and non-discrimination • Develop posters on equity and non-discrimination and display them in school	1. Why is it important to know our rights? 2. How can we promote equity and non-discrimination in society? 3. How can we promote respect for human rights in our community?

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Core competences to be developed:
- Citizenship- as learner uses print or digital resources to examine evolution of human rights and report in class and develop posters on equity and non- discrimination and display them in school.
- Learning to Learn- as learners brainstorm in groups on issues of equity and non-discrimination.
- Digital Literacy- as learner uses digital resources to examine evolution of human rights and report in class.
- Creativity and Imagination- as learner develops posters on characteristics of human rights and display them in school to pass 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 learner develop posters on equity and non-discrimination and display them in school.

Values:
- Social justice- as learner uses digital resources to examine evolution of human rights and report in class and develop posters on equity and non-discrimination and display them in school.
- Unity- as learners in groups create posters on the classification and use a tree to indicate characteristics of human rights and display in class.
- Patriotism -as learner creates posters on the classification of human rights and display in school.
- Respect- as the learner recognise the input of every member of the team during the symposium.
- Responsibility- as learners in groups create posters on the classification and characteristics of human rights and display in school.

Pertinent and Contemporary Issues (PCIs):
- Social Cohesion- as learner organises and participate in commemorating International Day for the Elimination of Racial Discrimination on 21st March.
- Good Governance- as learner engages in commemorating International Day for the Elimination of Racial Discrimination on 21st March.

- Assertiveness, negotiation, problem solving- as learner develops posters on equity and non- discrimination and display them 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 learner composes and recite poems with messages on equity and non- discrimination.

Link to other subjects:
- Computer Science as learner uses digital resources as they examine evolution of human rights and report in class.
- Kenyan Sign Language, Kiswahili and English- as learner uses print resources to examine evolution of human rights and report in class and organise 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 learner develops posters on equity and non- discrimination and display them in school.
- Hindu Religious Education, Islamic Religious Education and Christian Religious Education- as learners brainstorm issues of equity and non-discrimination.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the evolution of Human Rights as practised in society.	With examples examines the evolution of Human Rights as practised in society.	Examines the evolution of Human Rights as practised in society.	Partly examines the evolution of Human Rights as practised in society.	With assistance, examines the evolution of Human rights as practised in society.

Ability to classify Human Rights as stipulated in the Human Rights instruments.	Creatively classifies Human Rights as stipulated in the Human Rights instruments.	Classifies Human Rights as stipulated in the Human Rights instruments.	Partialy classifies Human Rights as stipulated in the Human Rights instruments.	With support classifies the Human Rights as stipulated in the Human Rights instruments.
Ability to explore the characteristics of Human Rights as practised for preservation of life.	With examples explores the characteristics of Human Rights as practised for preservation of life.	Explores the characteristics of Human Rights as practised for preservation of life.	Somewhat explores characteristics of Human Rights as practised for preservation of life.	With assistance, explores characteristics of Human Rights as practised for preservation of life.
Ability to analyse the concept of equity and non-discrimination in fostering solidarity.	With examples analyses the concept of equity and non-discrimination in fostering solidarity.	Analyses the concept of equity and non-discrimination in fostering solidarity.	Partially analyses the concept of equity and non-discrimination in fostering solidarity.	With support analyses the concept of equity and non-discrimination in fostering solidarity.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	**5.5 African Diasporas** **(4 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the concept of "African Diasporas", b) explore the factors that contributed to the presence of African diasporas across the world, c) locate countries inhabited by African diasporas by 1960 on a world map, d) assess the role of the diasporas in the political development in Africa, e) acknowledge the African diasporas for promotion of African unity in society today.	Learners are guided to: • With the aid of print or internet resources, discuss in groups the concept of African diasporas • Use library resources in groups to research on the factors that contributed to the presence of African diasporas across the world And share findings in class • In groups, use print or digital resources to indicate on the world map countries inhabited by African diasporas by 1960 (*USA, Brazil and France*) • View a video or You-Tube on the role of diaspora in the political development in Africa • Debate on the role of the diasporas in the political development in Africa	1. How can we promote collaboration between continental Africans and African Diasporas? 2. How can we promote African Unity in the society today?

Core competences to be developed:
- Communication and Collaboration- as learners in groups, use print or digital resources to indicate on the world map, countries inhabited by African diasporas (*USA, Brazil and France*).
- Digital Literacy- as learner uses print or digital resources to locate on the world map countries inhabited by African diasporas and view a video or You- Tube on the role of diaspora in the political development in Africa.
- Critical Thinking- 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 learners debate on the role of diaspora in the political development in Africa.
- Learning to Learn- as learner with the aid of print or internet resources, discuss in groups the concept of African diasporas.

Values:
- Social Justice- as learner views a video or You- Tube on the role of diaspora in the political development in Africa.
- Patriotism- as learners debate on the role of diaspora in the political development in Africa.
- Respect- as learners in groups, use print or digital resources to indicate on the world map countries inhabited by African 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.

Pertinent and Contemporary Issues (PCIs):
- Critical Thinking- as learners in groups, use print or digital resources to indicate on the world map countries inhabited by African diasporas.
- Social Cohesion- as learners debate on the role of diaspora in the political development in Africa.
- Self-Esteem- as learner uses print or digital resources to locate on the world map countries inhabited by African diasporas.

Link to other subjects:
- Kenyan Sign Language, English and Kiswahili- as leaners debate on the role of diaspora in the political development in Africa.
- Computer Science- as learner views a video or You- Tube on the role of diaspora in the political development in Africa.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the concept of "African Diasporas"	With examples describes the concept of "African Diasporas".	Describes the concept of "African Diasporas".	Partially describes the concept of "African Diasporas".	With assistance, describes the concept of "African Diasporas".
Ability to explore the factors that contributed to the presence of African diasporas across the world.	With examples explores the factors which contributed to the presence of African diasporas across the world.	Explores the factors which contributed to the presence of African diasporas across the world.	Partly explores the factors which contributed to the presence of African diasporas across the world.	With support, explores the factors that contributed to the presence of African diasporas across the world.

Ability to locate on the world map countries inhabited by African Diasporas (*USA, Brazil and France*).	Creatively locates on the world map countries inhabited by African diasporas (*USA, Brazil and France*).	Locates on the world map countries inhabited by African diasporas (*USA, Brazil and France*).	Partly locates on the world map some of the countries inhabited by African diasporas (*USA, Brazil and France*).	With assistance, locates on the world map some of the countries inhabited by African diasporas (*USA, Brazil and France*).
Ability to assess the role of the diaspora in the political development in Africa.	Exhaustively assesses the role of the diaspora in the political development in Africa.	Assesses the role of the diaspora in the political development in Africa.	Partially assesses the role of the diaspora in the political development in Africa.	With guidance, assessing the role of the diaspora in the political development in Africa.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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 globalisation at local and national levels, c) describe qualities of a global citizen in the modern society, d) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya, e) develop a sense of belonging to a common humanity for harmonious living.	Learners are guided to: • Discuss in groups the interconnectedness and interdependence among countries in the world today • In 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 globalisation at local and national levels • Brainstorm on the qualities of a global citizen in the modern society	1. How do countries connect and depend on each other in the world today? 2. Which are the common concerns in the world today?

			- Use print or digital resources to research for qualities of a global citizen and write them down; and - Draw a sketch of a human figure and indicate qualities of a global citizen	

Core Competencies to be Developed

- Citizenship- as learners discuss in groups the interconnectedness and interdependence among countries and brainstorm on the qualities of a global citizen in the world today.
- Communication and Collaboration- as learners debate on positive and negative effects of globalisation at local and national levels.
- Learning to Learn- as learner goes 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 and negative effects of globalisation.
- Self-Efficacy- as learners uses print or digital resources to research for qualities of a global citizen and write them down.

Values:

- Unity- as learners in 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.
- Patriotism- as learners brainstorm on the qualities of a global citizen in the modern society.
- Respect- as learners debate on positive and negative effects of globalisation at local and national levels.

Pertinent and Contemporary Issues (PCIs):

- Good Governance- as learners brainstorm on the qualities of a global citizen in the modern society.
- Problem Solving- as learners debate on positive and negative effects of globalisation at local and national levels and propose solutions.
- Self-Awareness- as learner uses print or digital resources to research for qualities of a global citizen and write them down.

Link to other subjects:

- Computer Science- as learner uses use print or 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 globalisation at local and national levels and propose solutions.
- Visual Arts- as learner draw a sketch of a human figure and indicate qualities of a global citizen.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the interconnectedness and interdependence of different countries.	With examples discusses the interconnectedness and interdependence of different countries.	Discusses the interconnectedness and interdependence of different countries.	Partly discusses interconnectedness and interdependence of different countries.	With support, discusses the interconnectedness and interdependence of different countries.
Ability to investigate positive and negative effects of globalisation.	Exhaustively investigates positive and negative effects of globalisation at local and national levels.	Investigates positive and negative effects of globalisation at local and national levels.	Partially investigates positive and negative effects of globalisation at local and national levels.	With assistance, investigates positive and negative effects of globalisation at local and national levels.
Ability to describe qualities of a global citizen in the modern society.	With examples describes qualities of a global citizen in the modern society.	Describes qualities of a global citizen in the modern society.	Partly describes qualities of a global citizen in the modern society.	With assistance, describes 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	**5.8. Global Governance** **(4 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the guiding principles of leadership and integrity in promotion of good governance, b) examine the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU), c) state the member countries of the African Union, d) illustrate the organisational structure of the African Union (AU), e) explore factors which can promote continental interconnectedness and interdependence, f) develop a sense of belonging to Africa and respect for differences and diversity.	Learners are guided to: ● role-play on the guiding principles of good leadership and integrity in promotion of good governance ● prepare slogans on the guiding principles of good leadership and integrity in promotion of good governance ● sing the AU anthem for promotion of regional citizenship ● use digital or print media resources to research on the formation, achievements and challenges of OAU and AU; ● draw a map of africa and indicate member countries of the AU	1. How should leadership and integrity be promoted in the society today? 2. How can we promote continental interconnectedness and interdependence?

			• Use print, media and other resources to search for the national flags of the member countries of AU and make a collage and share the information in class • use print or digital resources to access the AU anthem, rehearse and sing it; • draw the organizational structure of OAU and AU • brainstorm in groups on factors which can promote continental interconnectedness and interdependence	

Core Competencies to be developed:
- Communication and Collaboration- as the learner role-plays on the guiding principles of good leadership and integrity.
- Citizenship- as learner draws a map of Africa and indicate member states of AU, use print or digital 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.

- Learning to Learn- as the learner uses digital or print media resources to research on the formation, achievements and challenges of OAU and AU.
- Self-Efficac- as the learner role-plays on the guiding principles of good leadership and integrity in promotion of good governance
- Digital literacy- as learner uses media and other resources to search for the national flags of the member states of AU and make a collage to share in class.

Values:
- Responsibility- as the learner prepares slogans on elements of inclusive governance for promotion of social justice.
- Love- as learners sing the AU Anthem.
- Respect- as learners debate on how leadership is essential in promoting good governance.
- Integrity- as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance.
- Patriotism- as the learner uses 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.
- Social Justice- as learner prepares slogans on the guiding principles of good leadership and integrity in promotion of good governance.

Pertinent and Contemporary Issues (PCIs):
- Social Cohesion- as learner uses print or media resources to search for the national flags of the member countries of AU and make a collage to share in class.
- Decisions Making- as learner prepares slogans on the guiding principles of good leadership and integrity in promotion of good governance.
- Good governance- as learner prepares slogans on guiding principles and benefits of leadership and integrity in promotion of good governance.

Link to other subjects:
• English, Kiswahili and Kenyan Sign Language- as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance and brainstorm in groups on factors which can promote continental interconnectedness and interdependence.
• Performing Arts- as learners role-play on the guiding principles of good leadership and integrity in promotion of good governance and sing the AU Anthem.
• Visual Arts- as learner uses 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 learner uses digital resources to research on the formation, achievements and challenges of OAU and AU.

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to identify the guiding principles of leadership and integrity in promotion of good global governance.	With examples identifies guiding principles of leadership and integrity in promotion of good governance.	Identifies guiding principles of leadership and integrity in promotion of good governance.	Partialy identifies guiding principles of leadership and integrity in promotion of good governance.	With assistance, identifies the guiding principles of leadership and integrity in promotion of good governance.

Ability to examine the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	With examples examines the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	Examines the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	Partly examines the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).	With support, examines the formation, achievements and challenges of the Organization of African Unity (OAU) and African Union (AU).
Ability to state the Member States of the African Union.	Exhaustively states the Member States of the African Union.	States the Member States of the African Union.	Partialy states some of the Member States of the African Union.	With prompts, states some of the Member States of the African Union.
Ability to illustrate the organisational structure of the AU.	Skilfully illustrates the organisational structure of the AU.	Illustrates the organisational structure of the AU.	Somewhat illustrates the organisational structure of the AU.	With support, illustrates the organisational structure of the AU.
Ability to explore factors which can promote continental interconnectedness and interdependence.	With examples explores factors which can promote continental interconnectedness and interdependence.	Explores factors which can promote continental interconnectedness and interdependence.	Partly explores factors which can promote continental interconnectedness and interdependence.	With assistance, explores 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 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 to 6 weeks outside the classroom time.

CSL Skills to be covered:
  i) **Research :** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, the manner in which they will analyse information and present their findings.
  ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
  iii) **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
  iv) **Leadership**: Learners will develop leadership skills as they take up various roles within the CSL activity.

v) **Financial Literacy Skills:** Learners will consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.

vi) **Entrepreneurship**: Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
The learners will be guided to consider the various PCIs provided in the 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 be able to: a) identify a problem in the school community through research, b) plan to solve the identified problem in the community; c) design solutions to the identified problem, d) implement solution to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project,	The learner is guided to: ● Brainstorm on issues/pertinent and contemporary in their school that need attention ● Choose a PCI that needs immediate attention and explain why ● Discuss possible solutions to the identified issue ● Propose the most appropriate solution 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	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

	g) appreciate the need to belong to a community.	- Identify resources they need for the activity - Collect the information/data using various means - Develop various reporting documents 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 implemented project and lessons learnt - Reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.	

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
The ability to identify and analyse a pertinent issue in the society to be addressed.	Skilfuly defines and elaborately discusses a pertinent issue to be addressed.	Defines and discusses a pertinent issue to be addressed.	Partialy defines and discusses a pertinent issue to be addressed with minimal support.	With support examines and select the appropriate issue.
The ability to plan 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 and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	With examples applies the knowledge and skills gained in subjects to address the identified issue.	Applies the knowledge and skills gained in subjects to address the identified issue.	Partialy Applies the knowledge and skills gained in subjects to address the identified issue with some support.	With prompts applies the knowledge and skills gained in subjects to address the identified issue.

Ability to share findings to relevant actors.	With examples shares findings of the issue addressed in the activity.	Shares the findings of the issue addressed in the activity.	Partly shares the findings of the issue addressed in the activity.	With support shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and relevance of the activity.	With examples the Learner outlines the benefits of the CSL activity on the target community and own learning.	The Learner outlines the benefits of the CSL activity on the target community and own learning.	Partialy the Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	With guidance the learner outlines the benefits of the CSL activity on the target community and own learning.

APPENDIX 1: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested assessment methods	Suggested Learning Resources	Non-formal activities
1.0 Social Studies	**1.1 Career and Entrepreneurial Opportunities in Social Studies**	a) Oral Questions. b) Teacher made tests. c) Observation. d) Portfolio. e) Anecdotal Records. f) Checklist.	• Approved textbooks and other printed resources. • Photographs, pictures. • Vetted digital resources. • Library. • TV/video/films/slides/ internet sources. • Display boards.	• Develop 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 about prevention of gender stereotypes associated with careers. • Participate in mentorship and job shadowing sessions on Social Studies careers and entrepreneurial opportunities in Social Studies. • Participate in sensitisation sessions on career choices

				during career education weeks in schools.
				• Develop simple guidelines on respecting gender identity during clubs and societies meetings.
				• Develop communication messages and have talking walls with slogans on gender equity and careers.
				• Initiate and develop class and club rules that discourage gender stereotypes in career choices.
2.0 Natural and Built Environments In Africa	**2.1 Maps and Map work**	g) Oral Questions. h) Teacher made tests. i) Observation. j) Portfolio. k) Anecdotal Records. l) Checklist.	• Local and extended environment. • Realia. • Maps/Globe. • Photographs, pictures and paintings. • Vetted digital resources, educational computer games.	• Drawing a sketch map of the school compound.

			• Approved textbooks and other printed resources. • Library. • TV/video/films/slides/ Internet sources. • Display boards.	
	2.2 The earth	a. Oral Questions. b. Teacher made tests. c. Observation. d. Portfolio. e. Project Work.	• Local and extended environment. • Realia. • Maps/globe. • Photographs, pictures and paintings. • Internet sources. • Vetted digital resources, educational computer games. • Approved textbooks and other printed resources.	• Making a model of the internal structure of the earth.
	2.3 Weather	a. Oral Questions. b. Teacher made tests. c. Observation. d. Project Work. e. Portfolio.	• Local and extended environment. • Realia. • Maps. • Photographs, pictures and paintings.	• Working in groups to construct a weather instrument of their choice using the available local materials and display in class.

		f. Anecdotal records. g. Checklists.	• Vetted digital resources, educational computer games. • Approved textbooks and other printed resources. • TV/video/films/slides/ Internet source. • Display boards.	
	2.4 Historical Information	a) Oral Questions . b) Teacher made tests. c) Observation. d) Project Work. e) Anecdotal records.	• 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.	• Conducting a library research on the sources of historical information. • Designing posters on sources of historical information and displaying.

3.0 People and Population	3.1.Human origin	a) Oral questions. b) Written tests. c) Project work. d) Observation.	• Resource persons. • Maps. • Digital resources. • Charts, marker pens. • Approved text books and other printed resources. • Internet. • Library resources. • Museums. • Artefacts.	• Creating posters or communication messages or videos on human origin and share with the school community. • Debate on factors proving that Africa is the cradle of humankind. • Visit the museum/historical sites to view artifacts and casts of human origins.
	3.2.Early Civilization	a) Oral questions. b) Observations. c) Written tests.	• Digital resources. • Map of Africa. • Marker pens. • Manilla papers. • Stickers/Flash cards. • Internet resources. • Approved text books and other printed resources.	• Singing a song on the importance of cultural diversity in Africa. • Drawing and displaying charts on migration routes.

3.3 Social organization of selected communities in Africa up to 1900	a) Oral questions. b) Observations. c) Written tests.	• Digital resources. • Approved text books and other printed resources. • Museums. • Artefacts. • Resource person.	• Reciting poems on importance of social organisation of the (Okiek, Shona and Asante). • Modelling aspects of social organisation of selected communities in Africa upto 1900 (Okiek, Shona and Asante).
3.4 Human Diversity and Inclusion	a) Oral questions. b) Observation. c) Written tests. d) Checklists. e) Anecdotal records. f) Project.	• Digital resources. • Flip charts/Manilla papers. • Approved text books and other printed resources.	• Role-playing social values of various cultural groups. • Conducting a civic dialogue with community members about the importance of valuing cultural diversity.
3.5. Peace and Conflict Resolution	a) Oral questions. b) Written tests. c) Portfolio. d) Project.	• Digital resources. • Flip charts/manila papers. • Maps. • Internet. • Approved text books.	• In groups, compose and recite poems that promote inner peace. • Develop slogans on inner peace. • Develop posters on inner peace.

	3.6.Slavery and Servitude	a) Oral questions. b) Written tests. c) Portfolio Project.	• Digital resources. • Flip charts/manila papers. • Maps. • Internet. • Approved text books.	• Debate in clubs on evils of slavery and servitude and ways of curbing them.
	3.7.Population Distribution in Africa	a) Oral questions. b) Observation. c) Written tests. d) Checklists.	• Digital resources. • Flip charts/manila papers. • Maps. • Internet. • Approved text books.	• Design posters / models of settlement patterns in Africa.
	3.8. Field Work	a) Oral questions. b) Written tests. c) Portfolio. d) Project.	• Digital resources. • Flip charts/Manilla papers. • Approved text books and other printed resources.	• Engage a resource person to discuss methods of data collection and recording during field work.
4.0 Resources and Economic Activities	**4.1 Economic Organization of Selected African Communities**	(a) Oral questions. (b) Written tests. (c) Observations.	• Map of Africa. • Internet. • Photographs.	• Structuring a debate on economic organisation of selected African communities.

	4.2 Agriculture Development of Early Agriculture in Africa. • Eastern African Region and Egypt.	a) Checklist. b) Project. c) Written tests. d) Oral questions. e) Aural questions	• Realia. • Chart. • Audio visual. • Maps. • Photographs. • Internet.	• Reciting a poem on promotion of Agriculture in Africa.
	4.3. Multi-purpose river projects; • River Tana Projects and Aswan High dam.	d) Oral questions. e) Written tests. f) Portfolio. g) Project.	• Charts. • Resource person. • Photographs/Pictures. • Map. • Appropriate digital devices.	• Modelling River Tana multi-purpose Projects using locally available materials.
	4.4. Sustainable use of Resources.	(a) Oral questions. (b) Written tests. (c) Observations.	• Realia. • Chart. • Audio visual. • Maps. • Photographs. • Internet.	• Compose and sing a song on importance of sustainable use of available resources.

5.0 Political Development and Governance	5.1 Political organization of selected communities in Africa up to 1900	a) Oral questions. b) Observations. c) Written tests. d) Project work.	• Maps. • Approved text books and other printed resources. • Photographs. • Internet. • Library resources. • Charts. • Journals.	• Composing poems on political organisation of the selected communities. • Visiting a local museum to find out how the local communities were organised and writing a report on the visit to share in class.
	5.2 Scramble and Partition of Africa	a) Oral questions. b) Observations. c) Written tests.	• Videos clips. • Map of Africa. • Stickers/Flash cards. • Internet resources. • Approved text books and other printed resources.	• Creating poems on the scramble and partition of Africa.
	5.3 The Constitution of Kenya	a) Oral questions. b) Observations. c) Written tests. d) Journaling.	• Internet resources. • Approved text books and other printed resources. • The Constitution of Kenya. • TV/Video.	• Conducting a library research and writing journals on selected chapters of the constitution and share with family.

	5.4 Democracy	a) Oral questions. b) Observations. c) Written tests.	• Digital resources. • Flip charts/Manilla papers. • Internet sources. • The Constitution of Kenya.	• Developing messages on types of democracy and sharing in school and at home. • Developing posters on democratic values and displaying in class.
	5.5 Human Rights	a) Oral questions. b) Observations. c) Written tests.	• Posters. • Flip charts/ Manilla papers. • Resource person. • Approved text books and other printed resources. • The Constitution of Kenya.	• 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 through enhancing access, equal opportunities and equitable distribution of resources. • Organise a symposium on life skills and values that would enhance ability rights (assertiveness, negotiation, problem solving, and values such as responsibility and respect) for self and others.

				• Organise and participate in commemorating the International Day for Elimination for Racial Discrimination of 21ˢᵗ March.
	5.6. African Diaspora	a) Oral questions. b) Observations. c) Written tests.	• Internet. • Flip charts/Manilla papers. • Masking tapes marker pens/pencils. • TV/Video. • Approved text books and other printed resources.	• Organise a symposium on the role of African diaspora in socio- economic and political development. • Composing songs and poems on African diaspora and share them with others.
	5.7. Global Citizenship	a) Oral questions. b) Observations. c) Written tests.	• Internet. • Flip charts/Manilla papers. • Masking tapes marker pens/pencils. • TV/Video. • Approved text books and other printed resources.	• Composing poems on global citizenship. • Developing posters on qualities of global citizen and posting them at strategic positions in the school. • Creating awareness in the community on global citizenship.

				• Preparing scrap books to write down on the local, national, regional and global issues affecting people in form of a story.
	5.8.Global Governance	a) Oral questions. b) Observations. c) Written tests. d) Journaling.	• Posters. • TV/Video. • Approved text books. • Flip charts/ manilla papers. • Approved text books and other printed resources.	• Design litter bins displaying the Member States the AU. • Create talking walls and trees to illustrate the organisational 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.