



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

SOCIAL STUDIES

GRADE 7

First published 2022

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-789-8

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	ii
LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL	v
ESSENCE STATEMENT	v
SUBJECT GENERAL LEARNING OUTCOMES.....	vi
SUMMARY OF STRANDS AND SUB STRANDS	vii
STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT.....	1
STRAND 2.0: PEOPLE, POPULATION AND RELATIONSHIPS	7
STRAND 3.0: COMMUNITY SERVICE LEARNING	25
STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA	28
STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE	44
APPENDIX I: GUIDELINES FOR COMMUNITY SERVICE LEARNING FOR GRADE 7	57
APPENDIX II: TABLE SHOWING: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	59

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

2. Promote the social, economic, technological and industrial needs for national development.

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

a) Social Needs

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

3. 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.

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. **Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should 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.
7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT JUNIOR SCHOOL

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

LEVEL LEARNING OUTCOMES FOR JUNIOR 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 coexistence.
8. Manage pertinent and contemporary concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

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

Social Studies is anchored on the tenets of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Goals of Education, and the Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance. It is also in line with the Africa Agenda 2063 and the Strategic Objective 10 of the Continental Education Strategy for Africa (2016-2025), that envisions “an integrated, prosperous and peaceful Africa”. In addition, Social Studies addresses the 2017 African Union (AU) Ministers of Education decision to integrate general history of Africa in school curricula and aspirations of SDG 4: Target 7 and Goal 16. It is also anchored on the National Education Sector Strategic Plan (2018-2022), which builds on the successes and

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

1. demonstrate an understanding of historical concepts, historical sources and evidence for the development of identity and a sense of belonging.
2. develop Life Skills to navigate through challenges in day-to-day life. So
3. conserve and manage the environment for sustainable development.
4. manage pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.
5. apply research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.
6. apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.
7. appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.

SUMMARY OF STRANDS AND SUB STRANDS

	Strand	Sub-Strand
1.0	Personal Development	Self-Exploration
		Entrepreneurial Opportunities in Social Studies
2.0	People, Population and Relationships	Human Origin
		Early Civilisation
		Slavery and Servitude
		Origin of Money
		Human Diversity and interpersonal relationships
		Peace and conflict resolution
3.0	Community Service-Learning Project	Community Service-Learning Project
4.0	Natural and Historic Built Environments in Africa	Historical Information
		Historical development of Agriculture
		Maps and map work

		Earth and the Solar System
		Weather
		Fieldwork
5.0	Political Development and Governance	Political Development in Africa up to 1900 <i>(The Ogiek, the Zulu and the Asante)</i>
		The constitution of Kenya
		Human Rights
		African Diasporas
		Citizenship

STRAND 1.0: SOCIAL STUDIES AND PERSONAL DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal development	1.1 Self Exploration (4 lessons)	By the end of the sub strand, the learner should be able to: a) explore personal abilities and interests for self-improvement, b) set goals for decision making in career choices, c) examine career opportunities related to Social Studies, d) appreciate personal abilities and interests in career choices.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm on personal abilities and interests for self-improvement, ● think, pair and share set goals for decision making in career choices, ● use print or digital resources to explore careers in Social Studies, ● create a list of careers in social studies from a list of university career options, ● cultivate understanding, acceptance and respect for others as they present in class personal life goals such as educational and career life goals. 	How can personal abilities and interests influence career choices?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: Learners achieve task execution as they brainstorm on personal abilities and interests for self-improvement. ● Citizenship: Learners cultivate understanding, acceptance and respect for others as they present in class personal life goals such as educational and career life goals. 				

Values:

- Unity: Learners cooperate as they create a list of careers in social studies from a list of university career options.
- Respect: Learners display respect for diversity as they think, pair and share set goals for decision making in career choices.

Pertinent and Contemporary Issues (PCIs):

Decision making skills: Learners create a list of careers in Social Studies from a list of university career options.

Link to other subjects:

Learners brainstorm on personal abilities and interests for self-improvement which enhance their understanding of the Kenyan Sign Language, Kiswahili and English.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Personal development	1.2 Entrepreneurial Opportunities in Social Studies (4 lessons)	By the end of the sub strand, the learner should be able to: a) examine entrepreneurial opportunities for Social Studies in society, b) use appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social Studies, c) apply personal talents and abilities for self-fulfillment in entrepreneurial opportunities, d) appreciate one's gender identity in pursuit of entrepreneurial opportunities.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm on entrepreneurial opportunities for Social Studies in society, ● interact with digital technology to effectively accomplish own tasks as they use digital or print resources to explore entrepreneurial opportunities in Social Studies, ● draw charts aligning personal talents and abilities with available entrepreneurial opportunities, ● create a poster of all entrepreneurial opportunities for Social Studies in society and display in class, ● initiate and develop class and club rules that discourage gender stereotypes in career choices. 	Which entrepreneurial opportunities exist in society?

			<ul style="list-style-type: none"> ● Participate in societal activities that discourage gender stereotyping in career choices 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination: Learners create posters of all entrepreneurial opportunities for Social Studies. ● Digital Literacy: Learners use digital or print resources to explore entrepreneurial opportunities in Social Studies. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learners create a poster of all entrepreneurial opportunities for Social Studies in society and display it in school. ● Respect: Learners develop positive regard for self and others as they develop class and club rules that discourage gender stereotypes in career choices. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Career exploration: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities. ● Decision making skills: Learners develop analytic and critical thinking skills as they use digital or print resources to explore entrepreneurial opportunities in Social Studies. 				
Link to other learning area: Learners draw charts aligning personal talents and abilities with available entrepreneurial opportunities helping them to acquire Pre- Technical and Business Studies skills.				

Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore personal abilities and interests for self-improvement	Explores with examples personal abilities and interests for self-improvement.	Explores personal abilities and interests for self-improvement.	Explores personal abilities and interests for self-improvement partially.	Explores personal abilities and interests for self-improvement with assistance.
Ability to set goals for decision making in career choices	Sets goals for decision making in career choices with varied justifications.	Set goals for decision making in career choices.	Sets goals for decision making in career choices partially.	Sets goals for decision making in career choices with prompts.
Ability to use appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social Studies.	Uses appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social Studies with examples.	Uses appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social Studies.	Uses appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social leaving many details	Uses appropriate strategies for addressing gender stereotypes associated with entrepreneurial opportunities in Social Studies with scanty

Ability to apply personal talents and abilities for self-fulfilment in entrepreneurial opportunities innovatively	Applies personal talents and abilities for self-fulfilment in entrepreneurial opportunities innovatively.	Applies personal talents and abilities for self-fulfilment in entrepreneurial opportunities	Applies personal talents and abilities for self-fulfilment in entrepreneurial opportunities partially.	Applies personal talents and abilities for self-fulfilment in entrepreneurial opportunities with guidance.
---	---	---	--	--

STRAND 2.0: PEOPLE, POPULATION AND RELATIONSHIPS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 People, Population and Relationships (28 lessons)	2.1 Human Origin (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) explore traditional stories of human origin from African communities, b) explain the religious stories about the origin of humankind, c) formulate common aspects from traditional and religious stories of human origin for self- identity, d) acknowledge the various stories of human origin for e) self-identity.	Learner is guided to: <ul style="list-style-type: none"> ● engage a resource person to discuss the traditional and religious stories on human origin from their communities, ● compare the different stories on human origin from their communities and share in class, ● write a collaborative essay on traditional and religious stories of human origin, ● record traditional stories about the origin of humankind in society, ● use relevant print and electronic media, resources to research and present in class the traditional and religious stories about the origin of humankind, ● discuss ways of recording traditional stories about the origin of humankind in society. 	How did human beings come to be?

			<ul style="list-style-type: none"> discuss the implications of the traditional and religious stories on human origin on self-identity formation. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: Learners recognise the value of others' ideas as they work to compare the different stories on human origin from their communities and share in class. Citizenship: Learners value systems of religious and ethnic groups in Kenya as they engage a resource person to discuss stories on human origin from their communities. 				
Values: Respect: Learners develop etiquette as they engage a resource person to discuss the traditional and religious stories on human origin.				
Pertinent and Contemporary Issues (PCIs): Social awareness: Learners relate with others well as they compare different stories on human origin.				
Link to other subjects: Learners relate with creation stories as they engage a resource person to discuss the traditional and religious stories on human origin.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People, Population and Relationships	2.2 Early Civilization (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) explore factors that led to the growth of the selected ancient Kingdoms in Africa, b) locate the selected ancient kingdoms on a map of Africa, c) assess the contribution of early African civilization to the modern world, d) recognize the contribution of early civilization to the development of the modern world.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm on factors that led to the growth of <i>ancient Egypt, Great Zimbabwe, and the Kingdom of Kongo</i>, ● use appropriate digital devices to download a map of Africa showing the location of <i>ancient Egypt, Great Zimbabwe, and the Kingdom of Kongo</i>, ● watch an audio-visual documentary on the contribution of early African civilization to the modern world, ● write an essay on the contribution of early civilization to the development of the modern world and present it in class. 	How has early African civilization influenced the world today?
Core Competencies to be developed: Communication: Learners develop critical listening as they brainstorm on factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.				
Values: Respect: Learners develop open mindedness as they brainstorm on factors which led to growth of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.				

Pertinent and Contemporary Issues (PCIs):

Self-esteem: Learners write and present in class an essay on the contribution of early civilization to the development of the modern world.

Link to other Learning Areas:

Learners apply skills from pre technical studies on digital devices to download a map of Africa showing location of Ancient Egypt, Great Zimbabwe and the Kingdom of Kongo.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 People, Population and Relationships	2.3 Slavery and Servitude (4 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) sketch the geographical extent of the regions covered by Indian Ocean slave trade in Africa, c) exhibit empathy for various social injustices committed on the Africans during the Indian Ocean slave trade in 15th Century slave trade, d) desire to promote human dignity for a just and peaceful world.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the meaning of slavery and servitude and share their findings in class, ● discuss various forms of slavery and servitude in traditional African society, ● watch a video clip on factors which led to development of Indian ocean slave trade, ● research on the organization of the Indian Ocean Slave trade, ● use appropriate print or digital resources to draw and show the geographical extent of the regions covered by the Indian Ocean Slave trade in Africa, ● debate on various social injustices committed on the Africans during Indian ocean slave trade in 15th century, ● develop slogans on ways of promoting human dignity for a just and peaceful world and share in class. 	Why has slavery and servitude existed for thousands of years?

Core Competencies:

- Communication and Collaboration: Learners contribute to group decision making as they brainstorm on the meaning of slavery and servitude and share their findings in class.
- Digital Literacy: Learners develop use of digital learning platforms for continuous learning and development as they use appropriate digital devices to draw and show the geographical extent of the regions covered by Indian Ocean slave trade in Africa.

Values:

- Unity: Learners work in groups to brainstorm on various forms of slavery and servitude in traditional African society.
- Respect: Learners debate with open mind on various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.
- Responsibility: Learners observe safety precautions as they use 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: Learners debate on the various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.
- Human Rights: Learners identify the various forms of slavery and servitude in traditional African society and locate areas where slaves were taken during Indian Ocean slave trade.
- Effective Communication: Learners debate various social injustices committed on the Africans during Indian Ocean slave trade in 15th century.

Link to other learning Areas:

Learners use speaking skill as they brainstorm on the forms of slavery and servitude.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 People, Population and Relationships	2.4 Socio-economic 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 socio-economic organisation of selected African communities up to 1900, c) compare the socio-economic organisations of the selected African communities up to 1900, d) desire to apply effective communication to promote positive social interactions among various communities.	Learner is guided to: <ul style="list-style-type: none"> ● draw a map of Africa and indicate the areas settled by the selected African communities, (<i>The Ogiek, Zulu, Asante</i>). ● use print or digital devices to research on socio- economic organisation of selected African communities up to 1900 (<i>The Ogiek, Zulu, Asante</i>), ● brainstorm on the aspects of socio- economic organisations of the selected African communities, ● debate on the differences and similarities in socio - economic organisation of the selected African communities up to 1900, ● interact with learners from other communities and share on socio - economic organisation in the locality. 	1. How were African communities organized up to 1900? 2. How can we promote positive interactions among communities?

Core Competencies to be developed:

- Communication and Collaboration: Learners contribute to group decision making as they brainstorm on the aspects of socio- economic organisation of the selected African communities.
- Learning to learn: Learners work collaboratively as they debate on the differences and similarities in socio - economic organisation of the selected African communities up to 1900.

Values:

- Respect: Learners develop open mindedness as they recognise each other's contribution as they debate on the differences and similarities in socio-economic organisations of the selected African communities up to 1900.
- Peace: Learners develop tolerance as they brainstorm on the aspects of socio-economic organisations of the selected African communities.
- Responsibility: Learners develop resilience as they research on socio-economic organisations of selected African communities up to 1900 (*The Ogiek, Zulu, Asante*)

Pertinent and Contemporary Issues (PCI):

- Social cohesion: Learners brainstorm on the aspects of socio- economic organisations of the selected African communities.
- Self-esteem: Learners debate on the differences and similarities in socio - economic organisations of the selected African communities up to 1900.

Link to other Learning Areas:

- Learners apply speaking and listening skills as brainstorm various aspects of social organisations of African communities up to 1900.
- Learners apply drawing skills in Creative Arts skills as they draw a map of Africa and indicate the areas settled by the selected African communities (*The Ogiek, Zulu, Asante*).

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 People, Population and Relationships	2.5 Origin of Money (4 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) apply prudent use of money for sustainability, c) compare barter trade and the use of currency trade in Africa, d) appreciate prudent use of money for sustainability.	Learner is guided to: <ul style="list-style-type: none"> ● debate on the transformation brought by introduction of money in Africa, ● visit a nearby market and carry out a field study on prudent use of money for sustainability and write a report, ● brainstorm the impact of money on economy, ● role play barter trade and the use of currency trade in Africa and provide a critic, ● journalise some incidences in their life from the recent past when they applied prudent use of money and share their experiences in class. 	How has money transformed trade in Africa?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: Learners develop task management skills as they role play barter trade and the use of currency trade in Africa and provide a critic, ● Communication and Collaboration: Learners speak effectively and logically as they debate on the transformation brought by introduction of money in Africa. 				

Values:

- Respect: Learners develop acceptance as they listen to each other as they brainstorm on the impact of money on the economy.
- Responsibility: Learners become aware of the need to make informed decisions on responsible spending as they brainstorm the impact of money on the economy.
- Integrity: Learners develop honesty as they visit a nearby market and carry out a field study on prudent use of money for sustainability and write a report.

Pertinent and Contemporary Issues (PCIs):

- Financial literacy: Learners journalise some incidents in their life from the recent past when they applied prudent use of money, and share their experiences in class.
- Self-awareness: **Learners role play prudent use of money in currency trade and barter trade.**

Link to other Learning Areas:

Learners use Business knowledge to carry out a field study on prudent use of money for sustainability and write a report.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 People, Population and Relationships	2.6 Human Diversity and interpersonal relationships (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify factors that determine individual differences among members of the society, b) desirable and undesirable personality attributes, c) analyse life skills that would promote healthy relationships regardless of human diversity in a multicultural society, d) apply interpersonal skills that enhance healthy interactions in a multicultural, e) appreciate the importance of building healthy relationships in multicultural society.	Learner guided to: <ul style="list-style-type: none"> ● brainstorm on factors that determine human diversity ● debate on desirable and undesirable personality attributes, ● role play in class the personality attributes to enhance self-awareness, ● engage a resource person to discuss life skills that would promote healthy relationships (<i>effective communication, negotiation skills, Assertiveness, empathy</i>), ● brainstorm forms of peer influence and present them in class, ● research using appropriate print, library resources or digital devices on the components of human identity in a multi-cultural society, ● present skits that depict the benefits of healthy relationships. 	<ol style="list-style-type: none"> 1. How do varied personalities shape society? 2. Why is respect and appreciation of diversity crucial for social cohesion?

			<ul style="list-style-type: none"> ● compose a poem on inclusion and diversity 	
Core Competencies: <ul style="list-style-type: none"> ● Self-efficacy: Learners develop the skill of ordering and prioritising tasks as they role play in class the personality attributes to enhance self-awareness ● Learning to learn: Learners develop relationships skills as they share what they have learnt from community members, library resources, print or other relevant sources on different components of human identity in a multi-cultural society. 				
Values: <ul style="list-style-type: none"> ● Respect: Learners develop acceptance as they listen to each other as they brainstorm personality attributes which make individuals different from others. ● Unity: Learners enhance the skill of inclusion as they role play in class the personality attributes to enhance self-awareness. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Self-esteem: Learners develop creative skills as they compose and recite poems which propagate inclusion and diversity. ● Self-awareness: Learners role play the personality attributes to enhance self-awareness. 				
Link to other Learning Areas: <ul style="list-style-type: none"> ● Learners apply listening and speaking skills as they brainstorm on desirable and undesirable personality attributes. ● Learners use poetic elements to compose and recite poems which propagate inclusion and diversity. 				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 People, Population and Relationships	2.7 Peaceful Conflict Resolution (4 lessons)	By the end of the sub-strand, the learner should be able to: a) explore characteristics of peaceful wellbeing, b) examine causes of conflict in society, c) apply steps in peaceful conflict resolution process in day-to-day life, d) manage stress to promote inner peace, e) value the significance of enhancing peace at a personal level.	Learner is guided to: <ul style="list-style-type: none"> ● discuss characteristics of peaceful wellbeing, ● engage a resource person as they talk about causes of conflict in society, ● find out the indigenous names for peace in their communities and share the information in class, ● role play on steps in peaceful conflict resolution process in day-to-day life, ● brainstorm personal characteristics that express a state of peace for wellbeing, ● compose and recite peace poems, ● role play situations that require managing stress to promote inner peace, ● write personal what they plan to do in order to improve inner peace and relations with their family, school or community and share in class. 	<ol style="list-style-type: none"> 1. How can we promote peace for mutual social well-being? 2. How can I manage stress and emotion to promote inner peace?

Core Competencies to be developed:

- Self-efficacy: Learners develop the skill of self-awareness by understanding what is needed as they write down what they plan to do in order to improve inner peace and relations with their family, school or community.
- Creativity and Imagination: Learners discover fresh ways of doing things by observing the world around them as they compose and recite peace poems.

Values:

- Respect: Learners develop humility as they role play situations that require managing stress and emotions to promote inner peace.
- Unity: Learners develop non- discrimination as they brainstorm personal characteristics that express a state of peace.

Pertinent and Contemporary Issues (PCIs):

- Self –awareness: Learners find out the indigenous names for peace in their communities, share the information in class and discuss personal characteristics that express a state of peace.
- Social Cohesion: Learners write down what they plan to do in order to improve inner peace and relations with their family, school or community.

Link to other Learning Areas:

Learners use creative skills compose and recite peace poems in class.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe traditional and religious stories about the origin of humankind	Describes traditional and religious stories about the origin of humankind with examples	Describes traditional and religious stories about the origin of humankind	Describes some traditional and religious stories about the origin of humankind	Describes traditional and religious stories about the origin of humankind but leaving major details
Ability to formulate common aspects from traditional and religious stories of human origin for self- identity.	Formulates common aspects from traditional and religious stories of human origin for self-identity exhaustively.	Formulates common aspects from traditional and religious stories of human origin for self-identity.	Formulates some common aspects from traditional and religious stories of human origin for self- identity.	Formulates common aspects from traditional and religious stories of human origin for self- identity with prompts.
Ability to assess the contribution of early African civilization to the modern world.	Assesses the contribution of early African civilization to the modern world with examples.	Assesses the contribution of early African civilization to the modern world.	Assesses some contribution of early African civilization to the modern world.	Assesses some contribution of early African civilization to the modern world scanty.
Ability to identify the various forms of	Identifies the various forms of slavery and	Identifies the various forms of slavery and	Identifies some of the various forms of	Identifies some of the various forms of

slavery and servitude in traditional African society.	servitude in traditional African society with examples.	servitude in traditional African society	slavery and servitude in traditional African society	slavery and servitude in traditional African society with assistance
Ability to compare the socio- economic organisation of the Ogiek, Zulu and Asante up to 1900	Compares the socio-economic organisation of the Ogiek, Zulu and Asante up to 1900 exhaustively.	Compares the socio-economic organisation of the Ogiek, Zulu and Asante up to 1900.	Compares the socio-economic organisation of the Ogiek, Zulu and Asante up to 1900 partially	Compares the socio-economic organisation of the Ogiek, Zulu and Asante up to 1900 with guidance.
Ability to explain the transformation brought by introduction of money in Africa	Explains the transformation brought by the introduction of money in Africa comprehensively.	Explains the transformation brought by the introduction of money in Africa.	Explains the transformation brought by introduction of money in Africa partially.	Explains some of the transformation brought by the introduction of money in Africa with prompts.
Ability to compare barter trade and the use of currency trade in Africa	Compares barter trade and the use of currency trade in Africa with examples	Compares barter trade and the use of currency trade in Africa	Compare barter trade and the use of currency trade in Africa partially.	Compares one of barter trade and the use of currency trade in Africa with support.

Ability to categorise desirable and undesirable personality attributes in the society	Categorises desirable and undesirable personality attributes in the society with examples	Categorises desirable and undesirable personality attributes in the society	Categorises some desirable and undesirable personality attributes in the society	Categorises desirable and undesirable personality attributes in the society with assistance
Ability to analyse forms of peer influence in day to day life	Analyses forms of peer influence in day to day life with examples	Analyses forms of peer influence in day to day life.	Analyses some forms of peer influence in day to day life.	Analyses forms of peer influence in day to day life with help.
Ability to explore characteristics of peaceful wellbeing.	Explores characteristics of peaceful wellbeing exhaustively.	Explores characteristics of peaceful wellbeing.	Explores characteristics of peaceful well being fairly.	Explores characteristics of peaceful wellbeing with guidance .
Ability to apply ways of intra-personal peaceful conflict resolution in day-to-day life.	Applies ways of intra-personal peaceful conflict resolution in day-to-day life comprehensively.	Applies ways of intra-personal peaceful conflict resolution in day-to-day life.	Applies some ways of intra-personal peaceful conflict resolution in day-to-day life.	Applies ways of intra-personal peaceful conflict resolution in day-to-day life with assistance.
Ability to sketch the geographical extent of the regions	Sketches the geographical extent of the regions covered by Indian Ocean	Sketches the geographical extent of the regions covered by	Sketches some of the geographical extent of the regions covered by	Sketches some of the geographical extent of the regions

covered by Indian Ocean slave trade in Africa	slave trade in Africa skillfully.	Indian Ocean slave trade in Africa.	Indian Ocean slave trade in Africa.	covered by Indian Ocean slave trade in Africa with guidance.
---	-----------------------------------	-------------------------------------	-------------------------------------	--

STRAND 3.0: COMMUNITY SERVICE LEARNING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Community Service learning	Community Service Learning (20 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of key terms in community service learning (CSL) and CSL projects, b) explain steps of a CSL project/activity, c) accomplish a CSL project, d) explain the importance of CSL in the community.	Learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the terms community, community services, community service learning (CSL), project (activities outside class), problem (gaps or opportunities), solution (remedy), plan of activity, implementation, written report of a project. discuss the steps involved in carrying out a CSL project: <ul style="list-style-type: none"> i) identification and verification of a problem/gap/opportunity ii) planning to solve an identified problem iii) designing solution(s) to the problem iv) implementing the solution/filling the gap v) reflecting and reporting on the project/activity done identify and brainstorm on problems/gaps in their context/community. discuss, verify and adopt one problem for the class/groups project. 	How can community service learning contribute to community development?

			<ul style="list-style-type: none"> ● propose and plan on way(s) of solving the problem. ● Implement the solution of the problem in the community. ● Write and report on the accomplished project, ● discuss CSL benefits for self and the community. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop skills of listening keenly and effectively as they discuss and brainstorm on types of projects and identification of relevant community problems. ● Critical Thinking and Problem Solving: Learners develop the skill of exploring complex problems as they identify projects that can be undertaken in the community ● Self-efficacy: Learners develop self-awareness skills as they consider the steps in a CSL project and propose ways in which they can present CSL findings 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: Learners develop selflessness as they engage in a discussion on the benefits of CSL for self and community. ● Responsibility: Learners develop self-drive as they implement the solution of the problem in the community 				
<p>Link to other Subjects: All subjects as they provide PCIs and undertake CSL activities.</p>				

Assessment Rubric

<div>Level</div> <div>Indicator</div>	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the meaning of key terms in community service learning (CSL) and CSL project	Explains the terms community, community service, community service learning and CSL project with examples	Explains the meaning of key terms in community service learning (CSL) and CSL project	Explains the meaning of some key terms in community service learning (CSL) and CSL project	Hardly explains the meaning of key terms in community service learning (CSL) and CSL project
Ability to explain the steps in a CSL project/activity	Explains the steps in a CSL project exhaustively	Explains the steps in a CSL project	Explains most of the details in the CSL project	Explains a few of the steps in the CSL Project
Ability to accomplish a CSL project/activity in group(s)	Accomplished a CSL project/activity in group(s) excellently	Accomplished a CSL project/activity in group(s)	Did not complete the CSL project/activity in group(s)	Did not attempt the CSL project/activity in group(s)
Ability to explain the importance of CSL in the community	Explains clearly the importance of CSL in the community	Explains the importance of CSL in the community	Explains fairly the importance of CSL in the community	Hardly explains the importance of CSL in the community

STRAND 4.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.1 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) examine possible careers in Natural and Historic Built Environments in Africa, e) appreciate the significance of various sources of historical information in providing evidence of past human accounts.	Learner is guided to: <ul style="list-style-type: none"> ● use appropriate print, media or digital resources to identify 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. ● journal on personal interest and talents and establish if they resonate with different careers under Natural and historic Built Environments in Africa. 	How significant are sources of historical information in understanding past human accounts?

Core Competencies to be developed:

- Communication and Collaboration: Learners express themselves with clarity as they debate on the significance of historical information.
- Digital Literacy: Learners use digital technology to effectively accomplish their own tasks as they find out the sources of historical information using appropriate media.

Values:

- Patriotism: Learners develop dedication as they debate on the significance of various sources of historical information in providing evidence of past human accounts.
- Responsibility: Learners diligently use appropriate print media or digital resources to find out sources of historical information.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: Learners identify their talents and gifts for career exploration in Agro husbandry or animal husbandry
- Social Cohesion: Learner's debate as a class on the significance of historical sources of information in the society.

Link to other subjects:

- Learners apply listening and speaking skills as they discuss in small groups, sources of historical information in the society and debate on the significance of historical sources of information in the society.
- Learners apply creative skills as they design posters on primary and secondary sources of historical information in the society.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.2 Historical Development of Agriculture (4 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 in Africa, b) explore crops grown and animals kept in selected regions during early agriculture, c) illustrate methods of irrigation used in ancient Egypt, d) assess the contribution of the Nile valley agriculture to world civilization, e) Explore possible careers in Agriculture,	Learners are guided to: <ul style="list-style-type: none"> ● use appropriate digital devices and other sources to draw the map of Africa and show areas where early agriculture was practised in selected geographical regions. (Rift Valley of Eastern Africa, Egypt and Nubia), ● carry out 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, ● view video clips or photographs on methods of irrigation used in ancient Egypt, ● draw diagrams showing methods of irrigation which were used in ancient Egypt, 	<ol style="list-style-type: none"> 1. Why did people start practising agriculture in Africa? 2. How did Agriculture begin in Africa?

		f) value the importance of domestication of plant and animals in Africa.	<ul style="list-style-type: none"> • 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. • discuss different careers associated with agro farming and animal husbandry. 	
Core Competencies to be developed: Learning to Learn: Learners are able to complete tasks as they carry out research on animals and crops.				
Values: <ul style="list-style-type: none"> • Unity: Learners apply equity as they carry out research on animals kept and types of crops which were grown during early agriculture. • Patriotism: Learners develop citizenship as they discuss the contribution of the Nile Valley agriculture to world civilization. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Social Cohesion: Learners classify crops grown and animals which were kept during early agriculture. • Environmental Education: Learners illustrate methods of irrigation which were used during early agriculture. 				

Link to other subjects:

- Learners use knowledge of animal husbandry as they research 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
- Learners use creative skills as they draw diagrams showing methods of irrigation which were used during early agriculture in Egypt.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Natural and Historic Built Environments in Africa	4.3 Maps and map work (10 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the position, shape and size of Africa, b) locate places and features on a map using latitudes and longitudes, c) develop critical thinking skills while calculating the time of different places in the world, d) appreciate the three types of maps in social Studies. e) Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: <ul style="list-style-type: none"> ● brainstorm the position, shape and size of Africa and share in class, ● buzz the countries that make up Africa and display in class, ● draw an outline map of Africa Creatively 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, ● calculate time of different places using longitudes, ● research on the three types of maps used in Social Studies and make summary notes (<i>Topographical maps, Sketch maps and Atlas Maps</i>), ● discuss the three types of maps in social Studies, 	<ol style="list-style-type: none"> 1. How are maps used? 2. Why is time different in various locations?

			<ul style="list-style-type: none"> ● discuss and appreciate positive features that are associated with Africa. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: Learners apply the skill of designing and creating new digital artefacts, content and materials as they establish the position and location of places and features on a map. ● Creativity and Imagination: Learners undertake group activities and exchange new ideas that inspire creative thinking as they draw an outline map of Africa. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learners develop diligence as they research the three types of maps used in Social Studies and make summary notes. ● Patriotism: Learners develop loyalty as they draw an outline map of Africa and indicate the countries that make up Africa. ● Unity: Learners demonstrate fairness as they brainstorm the position, shape and size of Africa. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Social Cohesion: Learners brainstorm the position, shape and size of Africa. ● Environmental Education: Learners use latitudes to locate the position of places and features on a map. 				
Link to other subjects: Learners apply calculation skills as they use longitudes to calculate time of different places in the world.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Natural and Historic Built Environments in Africa	4.4 Earth and the Solar System (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the origin of the earth, b) explore the size, shape and position of the earth in the solar system, c) examine the effects of rotation and revolution of the earth on human activities, d) illustrate the internal structure of the earth in the solar system, e) appreciate the effects of rotation and revolution of the earth on human activities.	Learner is guided to: <ul style="list-style-type: none"> ● 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 (<i>the passing star theory and the nebula cloud theory</i>), ● brainstorm the size, shape and position of the earth in the solar system, ● carry out 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, ● draw the internal structure of the earth and display in class (<i>core, mantle and crust</i>), ● develop communication messages on the effects of rotation and revolution of the earth on human activities. 	Why is it important to understand the solar system?

Core Competencies to be developed:

- Learning to Learn: Learners work collaboratively as they carry out library research on effects of rotation and revolution of the earth on human activities.
- Self-Efficacy: Learners demonstrate task management as they model the solar system and show the position of the earth.

Values:

Respect: Learners demonstrate humility as they share stories on the origin of the earth.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education: Learners examine the effects of rotation and revolution of the earth on human activities.
- Social Cohesion: Learners share stories on the origin of the earth from their communities.

Link to other subjects:

Learners apply computing skills as they use relevant print or digital resources to find out the theories explaining the origin of the earth.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.5Weather (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the elements of weather in the environment, b) site a weather station in the school compound, c) construct selected instruments for measuring elements of weather, d) examine the significance of weather to human environment, e) respond appropriately to different weather conditions in the environment.	Learner is guided to: <ul style="list-style-type: none"> ● use relevant print or digital resources to research the elements of weather in the environment and write a report, ● record and calculate weather conditions in the local environment (<i>temperature, rainfall</i>), ● discuss the factors considered when constructing and siting a weather station in the school compound, ● use locally available materials to construct selected instruments for measuring elements of weather (<i>a rain gauge/ wind vane/windsock</i>) and peer assess, ● brainstorm on the significance of weather to the human environment and how to 	<ol style="list-style-type: none"> 1. Why are elements of weather in the environment important? 2. How can we predict change in weather conditions?

			<p>appropriately change to varied weather conditions.</p> <ul style="list-style-type: none"> ● Invite a resource person from a meteorological station to discuss possible careers related to climate. 	
<p>Core Competencies to be developed: Creativity and Imagination: Learners experiment ideas and see if they work as they use locally available materials to construct selected instruments for measuring elements of weather.</p>				
<p>Values Responsibility: Learners demonstrate determination as they construct and site a weather station in the school compound.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security: Learners acquire knowledge on weather elements and respond appropriately to different weather conditions. ● Decision making: Learners discuss the factors to consider when constructing and siting a weather station in the school compound. 				
<p>Link to other subjects: Learners record and calculate weather conditions in the local environment.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Natural and Historic Built Environments in Africa	4.6 Field work <i>(10 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) examine methods of data analysis and presentation in field work, b) explore challenges and solutions in carrying out field work, c) develop self-esteem as they apply procedures of carrying out field work, d) value effective communication skills as they carry out field work in investigating phenomena.	Learner is guided to: <ul style="list-style-type: none"> ● use digital devices to research on methods of data analysis and presentation in field work and present in class, ● discuss challenges likely to be encountered during field work and possible solutions, ● use digital or resources to research procedures of carrying out field work in research, ● research and note down a list of actions they would take to improve their self-esteem, ● carry out fieldwork to investigate phenomena in the immediate environment. 	<ol style="list-style-type: none"> 1. Why is field work important in social studies? 2. How should we conduct field work?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: Learners explore complex problems as they discuss challenges likely to be encountered during field work and possible solutions. ● Communication and Collaboration: Learners speak clearly as they research methods of data analysis and presentation in field work. 				

Values: <ul style="list-style-type: none"> ● Responsibility: Learners demonstrate self-drive as they carry out fieldwork. ● Respect: Learners show respect to the people they interact with during field work
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Self-Esteem: Learners discuss challenges likely to be encountered during field work and possible solutions. ● Safety and Security: Learners carry out fieldwork to investigate phenomena in the immediate environment.
Link to other subjects: Learners apply listening and speaking skills as they discuss challenges likely to be encountered during field work and possible solutions.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify sources of historical information in the society.	Identifies sources of historical information in the society with examples.	Identifies sources of historical information in the society.	Identifies some sources of historical information in the society.	Identifies some sources of historical information in the society with support.
Ability to explore how the sources of historical information have	Explores how the sources of historical information have been preserved in 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 society leaving fewer details .	Explores the sources of historical information that have been preserved in the

been preserved in society.				society leaving major details.
Ability to explore crops grown and animals kept in selected regions during early agriculture.	Explores 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 some crops grown and animals kept in selected regions during early agriculture.	Explores some crops grown and animals kept in selected regions during early agriculture with assistance.
Ability to illustrate methods of irrigation used in ancient Egypt.	Illustrates methods of irrigation used in ancient Egypt creatively.	Illustrates methods of irrigation used in ancient Egypt.	Illustrates some methods of irrigation used in ancient Egypt partly .	Illustrates some methods of irrigation used in ancient Egypt with prompts.
Ability to explore crops grown and animals kept in selected regions during early agriculture.	Explores 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 partially.	Explores some crops grown and animals kept in selected regions during early agriculture with assistance.
Ability to describe the position, shape, and size of Africa.	Describes comprehensively the position, shape, and size of Africa.	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 prompts.

Ability to use latitudes and longitudes to locate places and features on a map.	Uses latitudes and longitudes to locate places and features on a map skillfully.	Uses latitudes and longitudes to locate places and features on a map.	Uses latitudes and longitudes to locate places and features on a map partly.	Uses latitudes and longitudes to locate places and features on a map with support.
Ability to describe 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 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.
Ability to examine the significance of weather to the human environment.	Examines the significance of weather to human environment with examples	Examines the significance of weather to the human environment.	Examines the significance of weather to human environment partially	Examines the significance of weather to human environment with assistance
Ability to examine methods of data analysis and presentation to ease interpretation.	Examines methods of data analysis and presentation to ease interpretation with examples.	Examines methods of data analysis and presentation to ease interpretation.	Examines some methods of data analysis and presentation to ease interpretation.	Examines methods of data analysis and presentation to ease interpretation with assistance.

Ability to explore challenges and solutions in carrying out field work.	Explores challenges and solutions in carrying out field work systematically.	Explores challenges and solutions in carrying out field work.	Explores challenges and solutions in carrying out field work partially.	Explores challenges and solutions in carrying out field work with support.
Ability to develop self-esteem as they apply procedures of carrying out field work.	Develops self-esteem as they apply procedures of carrying out field work comprehensively.	Develops self-esteem as they apply procedures of carrying out field work.	develops self-esteem as they apply procedures of carrying out field work partially.	Develops self-esteem as they apply procedures of carrying out field work with prompts.

STRAND 5.0: POLITICAL DEVELOPMENT AND GOVERNANCE

Strand	Sub-Stand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Political Development and Governance	5.1 Political Development in Africa up to 1900 <i>(The Ogiek, the Zulu and the Asante)</i> <i>(5 lessons)</i>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> examine the political organisation of the selected African communities up to 1900, explore roles of European groups in the ‘Scramble for and Partition’ of Africa, examine the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa, locate the regions of partition by the European groups that came to Africa. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> brainstorm the political organisation of (<i>the Ogiek, the Zulu and the Asante</i>) up to 1900, discuss the various European groups that came to Africa and share, brainstorm the terms “Scramble for and Partition of Africa and make presentations, match the countries in Africa with their colonial masters, draw the map of Africa and indicate the areas taken up by the different European countries (<i>Belgium, Britain, Germany, Italy, Spain and Portugal</i>) during the partition 	<ol style="list-style-type: none"> How were African communities politically organised before the coming of the Europeans? How did developments in Europe influence the scramble and partition of Africa?

		e) acknowledge the political organisation of the selected African communities up to 1900,	of Africa and display them in class, <ul style="list-style-type: none"> • using posters display in class the terms of the Berlin conference of 1884-1885 on the partitioning of Africa. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: Learners engage with other social cultural groups at the local, national, regional and global contexts as they study the selected African communities. • Creativity and Imagination: Learners discover fresh ways of doing things by observing the world around them as they draw the map of Africa. 				
Values: <ul style="list-style-type: none"> • Patriotism: Learners demonstrate citizenship as they match the countries in Africa with their colonial masters, • Responsibility: Learners engage in assigned roles and duties as they use posters to displays in class the terms of the Berlin conference of 1884-1885. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> • Cultural Awareness: Learners study the selected African communities and brainstorm the political organisation and social cultural issues. • Good governance: Learners brainstorm the political organisation and leadership of <i>the</i> selected communities. 				
Link to other subjects Learners apply Creative Arts skills as they draw the map of Africa and indicate the areas taken up by the different European countries during the partition 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 (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the importance of the Constitution of Kenya for social wellbeing, b) analyse ways of upholding and protecting the Constitution of Kenya for social cohesion, c) apply the national values in day-to-day life as provided in the Constitution of Kenya for promotion of good governance, d) develop a desire to uphold and protect the Constitution of Kenya for promotion of ethical and responsible citizenship.	Learner is guided to: <ul style="list-style-type: none"> ● use print or digital devices to conduct an online research, write an essay on the importance of the Constitution and share in class, ● watch a video on the promulgation of the Constitution of Kenya and discuss in class, ● design a sample constitution for the class and display in class, ● write simple slogans or statements on any eight of the national values as provided in the Constitution of Kenya and present in class, ● discuss ways of upholding and protecting the Constitution of Kenya. 	<ol style="list-style-type: none"> 1. Why should a country have a constitution? 2. Why should we uphold and protect the Constitution?

Core Competencies to be developed:

- Citizenship: Learners demonstrate shared commitment to the ideals of the nation as they watch a video on the promulgation of the Constitution of Kenya.
- Self-efficacy: Learners demonstrate the skill of task execution as they compose simple slogans or statements on any of the eight national values as provided in the Constitution of Kenya and present in class.

Values:

- Patriotism: Learners demonstrate democracy as they watch a video on the promulgation of the Constitution of Kenya and compose a song on any eight national values enshrined in the Constitution.
- Social justice: Learners demonstrate freedom as they discuss ways of upholding and protecting the Constitution of Kenya.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: Learners create a sample constitution for the class and display in class.
- Good governance: Learners organise an open forum as a class to pass messages on public engagement and democratic representation to the community.

Link to other subjects:

- Learners apply listening, writing and speaking skills as they hold discussions, group activities, write essays, and create a class constitution.
- Learners apply Creative Arts concepts to compose songs, write slogans and make presentations in class and community.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.3 Human Rights (5 lessons)	By the end of the sub-strand, the learner should be able to: a) classify human rights as stipulated in the human rights instruments, b) explore characteristics of human rights in society, c) explain the concept of equity and non-discrimination in fostering solidarity, d) take action to promote equity and non-discrimination for social justice, e) value human rights for promotion of human dignity.	Learner is guided to: <ul style="list-style-type: none"> • create posters on the classification of human rights and display them in school, • use a tree diagram to indicate characteristics of human rights and display in class, • brainstorm on issues of equity and non-discrimination, • develop posters on equity and non- discrimination and display them in school. 	<ol style="list-style-type: none"> 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?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: Learners examine social justice issues in local, national, regional and global contexts as they brainstorm on issues of equity and non-discrimination. • Creativity and Imagination: Learners undertake group activities and exchange new ideas that inspire creative thinking as they create posters on the classification of human rights. 				

Values:

- Social justice: Learners demonstrate responsibility as they develop posters on equity and non-discrimination.
- Unity: Learners demonstrate cooperation as they create posters on the classification and use a tree diagram to indicate characteristics of human rights.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners in groups create posters on the classification of human rights and display them in school.
- Good Governance: Learners develop posters on equity and non- discrimination and display them in school

Link to other subjects:

Learners use graphic designs as developed in Creative Arts to develop posters on equity and non- discrimination and display them in school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.4 African Diasporas (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) explore the factors that contributed to the presence of African diasporas across the world, b) locate countries inhabited by African diasporas by 1960 on a world map, c) assess the role of the diasporas in the political development in Africa, d) acknowledge the African diasporas and promotion of African unity in society today.	Learner is guided to: <ul style="list-style-type: none"> with the aid of print or internet resources, discuss the concept of African diasporas, use library resources to research on the factors that contributed to the presence of African diasporas across the world and share the findings in class, use print or digital resources to indicate on the world map countries inhabited by African diasporas by 1960 (<i>USA, Brazil and France</i>) and present in class, watch a video or You- Tube on the role of the diasporas in the political development in Africa, debate on the role of the diasporas in the political development in Africa, 	<ol style="list-style-type: none"> How can we promote collaboration between continental Africans and African Diasporas? How can we promote African Unity in society today?

			<ul style="list-style-type: none"> develop simple slogans on the African diasporas and promotion of African unity in society today. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to Learn: Learners are motivated to learn continuously as they use library resources to research on the factors that contributed to the movement of African diasporas to various parts of the world. Digital literacy: Learners use digital technology to accomplish their own task as they watch a video or You- Tube on the role of the diasporas in the political development in Africa. 				
Values: <ul style="list-style-type: none"> Social Justice: Learners demonstrate cooperation as they watch a video or You- Tube on the role of diasporas in the political development in Africa. Patriotism: Learners apply democracy and rule of law as they debate on the role of diasporas in the political development in Africa. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Creative Thinking: Learners use print or digital resources to indicate on the world map countries inhabited by African diasporas. Social Cohesion: Learners debate on the role of diasporas in the political development in Africa. 				
Link to other subjects: Learners use computer skills to watch a video or You- Tube on the role of diasporas in the political development in Africa.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Political Development and Governance	5.5 Citizenship <i>(4 lessons)</i>	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) examine effects of globalisation at national and global levels, c) describe qualities of a global citizen in the modern society, d) create awareness on the effects of globalisation at national and global levels e) desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya.	Learner is guided to: <ul style="list-style-type: none"> • discuss the interconnectedness and interdependence among countries in the world today, • 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, • use print or digital resources to research for qualities of a global citizen and write them down, 	<ol style="list-style-type: none"> 1. How do countries connect and depend on each other in the world today? 2. Which are the common concerns in the world today?

			<ul style="list-style-type: none"> ● draw a sketch of a palm and indicate qualities of a global citizen, ● sing the National, East Africa and African Union anthems. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: Learners demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups as they discuss the interconnectedness and interdependence among countries. ● Learning to Learn: Learners build on their own learning experiences as they go through and read news articles in newspapers which promote globalisation in the community. 				
Values: <ul style="list-style-type: none"> ● Love: Learners demonstrate selflessness as they read news' articles in newspapers which promote globalisation in the community. ● Patriotism: Learners demonstrate loyalty as they brainstorm on the qualities of a global citizen in modern society. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Good Governance: Learners brainstorm on the qualities of a global citizen in modern society. ● Problem Solving: Learners debate on positive and negative effects of globalisation at local and national levels and propose solutions. 				
Link to other subjects: Learners apply computer skills as they use print or digital resources to research the qualities of a global citizen and write them down.				

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the political organisation of the selected African communities up to 1900.	Examines the political organisation of the selected African communities up to 1900 exhaustively	Examines the political organisation of the selected African communities up to 1900.	Examines the political organisation of the selected African communities up to 1900 partially.	Examines the political organisation of the selected African communities up to 1900 with guidance.
Ability to examine the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa and gives examples.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa partly.	Examines the terms of the Berlin Conference of 1884-85 on the partitioning of Africa with support.
Ability to discuss the importance of the Constitution of Kenya for social wellbeing.	Discusses the importance of the Constitution of Kenya for social wellbeing with examples.	Discusses the importance of the Constitution of Kenya for social wellbeing.	Discusses the importance of the Constitution of Kenya for social wellbeing partially	Discusses the importance of the Constitution of Kenya for social wellbeing with assistance.
Ability to analyse ways of upholding and protecting the	Analyses ways of upholding and protecting the Constitution of	Analyses ways of upholding and protecting the	Analyses ways of upholding and protecting the	Analyses ways of upholding and protecting the

Constitution of Kenya for social cohesion.	Kenya for social cohesion with examples.	Constitution of Kenya for social cohesion.	Constitution of Kenya for social cohesion partially.	Constitution of Kenya for social cohesion with aid.
Ability to explore the characteristics of Human Rights as practised for preservation of life.	Explores the characteristics of Human Rights as practised for preservation of life exhaustively.	Explores the characteristics of Human Rights as practised for preservation of life.	Explores some characteristics of Human Rights as practised for preservation of life.	Explores some characteristics of Human Rights as practised for preservation of life with assistance.
Ability to explain the concept of equity and non-discrimination in fostering solidarity.	Explains the concept of equity and non-discrimination in fostering solidarity elaborately.	Explains the concept of equity and non-discrimination in fostering solidarity.	Explains one of the concept of equity and non-discrimination in fostering solidarity partially	Explains the concept of equity and non-discrimination in fostering solidarity with support.
Ability to explore the factors that contributed to the presence of African diasporas across the world.	Explores the factors which contributed to the presence of African diasporas across the world comprehensively.	Explores the factors which contributed to the presence of African diasporas across the world.	Explores some of the factors which contributed to the presence of African diasporas across the world.	Explores the factors that contributed to the presence of African diasporas across the world with prompts.
Ability to assess the role of the diaspora in the	Assesses the role of the diaspora in the political	Assesses the role of the diaspora in the	Assesses the role of the diaspora in the	Assesses the role of the diaspora in the political development

political development in Africa.	development in Africa exhaustively.	political development in Africa.	political development in Africa partially.	in Africa with guidance.
Ability to explain the interconnectedness and interdependence of different countries.	Explains the interconnectedness and interdependence of different countries with examples.	Explains the interconnectedness and interdependence of different countries.	Explains interconnectedness and interdependence of different countries partially.	Explains the interconnectedness and interdependence of different countries with support.
Ability to describe qualities of a global citizen in modern society.	Describes qualities of a global citizen in modern society with examples.	Describes qualities of a global citizen in modern society.	Describes some qualities of a global citizen in modern society.	Describes qualities of a global citizen in modern society with assistance.

APPENDIX I: GUIDELINES FOR COMMUNITY SERVICE LEARNING FOR GRADE 7

Introduction

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. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

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

APPENDIX II: 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 and Personal development	1.1 Career Choices	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources. 	Career talks
	1.2 Entrepreneurial Opportunities in Social Studies	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Flip charts/manila papers. ● Digital resources. ● Approved textbooks and other printed resources. 	Career talks

2.0 People, Population and Relationships	2.1. Human origin	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Project work. d) Observation. 	<ul style="list-style-type: none"> ● Resource persons. ● Maps. ● Digital resources. ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Visit museum/historical sites to view artifacts and casts of human origins.
	2. 2 Early Civilization	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Map of Africa. ● Marker pens ● Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> ● Drawing and displaying charts on migration routes.
	2.3 Slavery and Servitude	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio d) Project. 	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. 	<ul style="list-style-type: none"> ● Debate in clubs on evils of slavery and servitude and ways of curbing them.
	2.4 Socio-economic organization of selected communities in Africa up to 1900	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. 	<ul style="list-style-type: none"> ● Digital resources. ● Approved text books and other printed resources. ● Museums/Artefacts. 	

			<ul style="list-style-type: none"> ● Resource person. 	
	2.5 Origin of money	a) Oral questions. b) Written tests. c) Portfolio	<ul style="list-style-type: none"> ● Digital resources. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Debate in clubs
	2.6 Human Diversity and Inclusion	a) Oral questions. b) Observation. c) Written tests. d) Checklists.	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/Manilla papers. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Conducting a civic dialogue with community members
	2.7 Peace and Non – Violent Conflict Resolution	a) Oral questions. b) Written tests. c) Portfolio. d) Project.	<ul style="list-style-type: none"> ● Digital resources. ● Flip charts/manila papers. ● Approved text books. 	<ul style="list-style-type: none"> ● Develop slogans on inner peace.
4.0 Natural and historic build environment in Africa	4.1 Historical Information	a) Oral Questions. b) Teacher made tests. c) Observation. d) Project Work. e) Anecdotal records.	<ul style="list-style-type: none"> ● Photographs, pictures and paintings. ● Vetted digital resources, educational computer games. 	<ul style="list-style-type: none"> ● Conducting library research on the sources of historical information.

			<ul style="list-style-type: none"> ● Approved textbooks and other printed resources. ● Museum, Monuments, 	
	4.2 Historical development of Agriculture	a) Checklist. b) Project. c) Written tests. d) Oral questions. e) Aural questions	<ul style="list-style-type: none"> ● Chart ● Maps. ● Photographs. ● Internet. 	<ul style="list-style-type: none"> ● Reciting a poem on promotion of Agriculture in Africa.
	4.3 Maps and Map work	a) Oral Questions. b) Teacher made tests. c) Observation. d) Anecdotal Records.	<ul style="list-style-type: none"> ● Realia. ● Maps/Globe. ● Approved textbooks and other printed resources. ● TV/video/films/slides/ Display boards. 	<ul style="list-style-type: none"> ● Drawing a sketch map of the school compound.
	4.4 Earth and the Solar System	<ul style="list-style-type: none"> ● Oral Questions. ● Teacher made tests. ● Observation. 	<ul style="list-style-type: none"> ● Maps/globe. ● Photographs, pictures and paintings. 	<ul style="list-style-type: none"> ● Making a model of the internal

		<ul style="list-style-type: none"> Portfolio. 	<ul style="list-style-type: none"> Internet sources. Approved textbooks and other printed resources. 	structure of the earth.
	4.5 Weather	<ul style="list-style-type: none"> Oral Questions Teacher made tests. Observation Portfolio. 	<ul style="list-style-type: none"> Maps. Photographs, pictures and paintings. Vetted digital resources, educational computer games. Approved textbooks and other printed resources. 	<ul style="list-style-type: none"> Working in groups to construct a weather instrument of their choice using the available local materials and display in class.
	4.6. Field Work	<ul style="list-style-type: none"> a) Oral questions. b) Written tests. c) Portfolio. d) Project. 	<ul style="list-style-type: none"> Digital resources. Flip charts/Manilla papers. Approved text books and other printed resources. 	<ul style="list-style-type: none"> Engage a resource person to discuss methods of data collection and recording during field work.
5.0 Political Development and Governance	5.1 Political Development in Africa up to 1900	<ul style="list-style-type: none"> a) Oral questions. b) Observations. c) Written tests. d) Project work. 	<ul style="list-style-type: none"> Maps. Approved text books and other printed resources. 	<ul style="list-style-type: none"> Composing poems Visiting a local museum

	<i>(The Ogiek, the Zulu and the Asante)</i>		<ul style="list-style-type: none"> • Photographs. • Internet. 	
	5.2 The Constitution of Kenya	a) Oral questions. b) Observations. c) Written tests. d) Journaling.	<ul style="list-style-type: none"> • Internet resources. • Approved text books and other printed resources. • The Constitution of Kenya. • TV/Video. 	<ul style="list-style-type: none"> • Conducting library research and writing journals on selected chapters of the constitution and share with family.
	5.3 Human Rights	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> • Posters. • Flip charts/ Manilla papers. • Resource person. • Approved text books and other printed resources. • The Constitution of Kenya. 	<ul style="list-style-type: none"> • Developing messages on protection of human rights. • Conducting debates during club meetings • Organise a symposium
	5.4 African Diaspora	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> • Internet. • Flip charts/Manilla papers. 	<ul style="list-style-type: none"> • Organise a symposium

			<ul style="list-style-type: none"> ● Masking tapes, marker pens/pencils. ● Approved text books and other printed resources. 	<ul style="list-style-type: none"> ● Composing songs
	5.5 Citizenship	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> ● Internet. ● Flip charts/Manilla papers. ● Approved text books and other printed resources 	<ul style="list-style-type: none"> ● Composing poems ● Preparing scrap books