



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

## **PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

### **SOCIAL STUDIES**

**GRADE 5**

First Published 2017

Revised 2024

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## **FOREWORD**

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
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## PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21<sup>st</sup> Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

**4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value, own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## **LESSON ALLOCATION AT UPPER PRIMARY**

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons per week</b>
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION**

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

## **ESSENCE STATEMENT**

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age-appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

## **SUBJECT LEARNING OUTCOMES**

By the end of Upper Primary, the learner should be able to:

- 1) understand, use and manage the immediate environment for individual and national development,
- 2) recognize and understand the need for, and importance of interdependence of people and nations,
- 3) acquire competencies to analyse population issues to improve quality of life,
- 4) understand and respect own and other people's culture for sustainable social interactions,
- 5) respect and appreciate human diversity to promote social cohesion and integration,
- 6) understand and appreciate human rights and civic responsibility for attainment of social justice,
- 7) apply acquired competencies in solving environmental challenges for sustainable development,
- 8) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- 9) understand the system of governance in Kenya and be willing to participate in its processes.

## SUMMARY OF STRANDS AND SUB STRANDS

	<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested number of Lessons</b>
<b>1.0</b>	<b>Natural and the Built Environments</b>	Elements of a Map	(4 lessons)
		Location, position and size of Kenya	(4 lessons)
		Main Physical Features in Kenya	(5 lessons)
		Weather and Climate	(4 lessons)
		The Built Environments	(4 lessons)
<b>2.0</b>	<b>People and Social Organisation</b>	Language Groups in Kenya	(5 Lessons)
		Population Distribution in Kenya	(4 lessons)
		African Traditional Education	(4 lessons)
		School Administration	(4 lessons))
<b>3.0</b>	<b>Resources and Economic Activities in Eastern Africa</b>	Resources in Kenya	(4 lessons)
		Mining in Kenya	(5 lessons)
		Fishing in Kenya	(5 lessons)
		Wildlife and Tourism in Kenya	(5 lessons)
		Development of Transport	(5 lessons)
		Development of Communication	(4 lessons)
<b>4.0</b>	<b>Political Systems</b>	Traditional Leaders in Kenya	(4 lessons)
		Early forms of Government in Kenya	(5 lessons)
		Citizenship in Kenya	(4 lessons)

<b>5.0</b>	<b>Governance</b>	National Unity in Kenya	(3 lessons)
		Human Rights	(4 lessons)
		Democracy in Society	(4 lessons)
		National Government	(4 lessons)
<b>Total lessons</b>			<b>90</b>

## STRAND 1.0: NATURAL AND HISTORIC BUILT ENVIRONMENTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.1 Elements of a Map</b> - <i>Title</i> - <i>Frame</i> - <i>Scale</i> - <i>Compass</i> - <i>Key</i> (4 lessons)	By the end of the sub-strand, the learner should be able to; a) identify key elements of a map, b) illustrate key elements of a map on a sketch, c) interpret features in a map using key elements, d) appreciate the use of maps in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>● appreciate diverse opinions as they brainstorm in groups the key elements of a map,</li> <li>● locate elements of a map in groups, using <i>a sketch map, wall map, atlas or digital maps</i>,</li> <li>● come up with unique ideas as they draw a sketch map and label the key elements,</li> <li>● practise reading and interpreting a map using the key elements,</li> <li>● use digital technology to accomplish own task as they play computer games, in groups, on the elements of a map (<i>digital, atlas, wall maps</i>),</li> <li>● discuss the various areas where maps are used in their daily lives.</li> </ul>	How do we use maps in our daily lives?

**Core Competencies to be developed:**

- **Digital literacy:** Learners use digital technology to accomplish their own task as they play computer games, in groups, on the elements of a map.
- **Creativity and Imagination:** Learners come up with unique ideas as they draw a sketch map and label the key elements.

**Values:**

- **Respect:** Learners appreciate diverse opinions as they brainstorm, in groups, the key elements of a map.
- **Unity:** Learners take turns as they play computer games, in groups, on the elements of a map.

**Pertinent and Contemporary Issues (PCIs):**

- **Safety and security:** Experiential learning as they discuss the uses of maps in daily lives.
- **Disaster Risk Reduction:** Learners are able to identify places that could be dangerous as they interact with the key elements of the map.

**Link to other learning areas:**

- The learner is able to apply Language skills when brainstorming the key elements of a map.
- The learner is able to apply Creative Arts skills as they draw a sketch map and label key elements.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.2 Location, Position and Size of Kenya</b> (4 lessons)	By the end of the sub-strand, the learner should be able to; a) identify countries that neighbour Kenya, b) locate the position of Kenya in relation to her neighbours using a compass direction, c) value good relations between Kenya and her neighbours.	The learner is guided to: <ul style="list-style-type: none"> <li>● draw a map of Kenya and indicate her neighbours,</li> <li>● use an atlas/appropriate media to identify the position of Kenya in relation to her neighbours,</li> <li>● acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours,</li> <li>● use appropriate media, in pairs, to play games on locating places on a map,</li> <li>● find out the size of Kenya using digital resources and share in class,</li> <li>● draw a map of Kenya and indicate the size in square kilometres,</li> </ul>	What is the position of Kenya in relation to her neighbours?

			<ul style="list-style-type: none"> <li>● show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● <b>Self-efficacy:</b> Learners acquire knowledge on their country as they discuss the position of Kenya in relation to her neighbours.</li> <li>● <b>Learning to learn:</b> Learners engage in self-driven tasks as they compose songs and poems about Kenya and her neighbours.</li> </ul>				
<b>Values:</b>				
Patriotism: Learners show love for their own country as they engage in self-driven tasks in composing songs and poems about Kenya and her neighbours.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Social cohesion: Learners learn to co-exist as they discuss the position of Kenya in relation to her neighbours.				
<b>Link to other subjects:</b>				
<ul style="list-style-type: none"> <li>● The learner is able to apply calculation skills in Mathematics as they find out the size of Kenya using digital resources.</li> <li>● The learner is able to apply Creative Arts skills as they draw a map of Kenya and indicate her neighbours.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>	<b>1.3 Main physical features in Kenya</b> • <i>Relief</i> • <i>Drainage</i> (5 lessons)	By the end of the sub-strand, the learner should be able to; a) identify main physical features in Kenya, b) show main physical features in Kenya on a map, c) value physical features found in Kenya.	The learner is guided to: <ul style="list-style-type: none"> <li>• appreciate diverse opinions as they brainstorm and identify physical features found in Kenya,</li> <li>• use digital technology to effectively accomplish own tasks as they use digital and print resources to locate the main physical features in Kenya,</li> <li>• locate the main physical features in Kenya using a sketch map or atlas,</li> <li>• undertake tasks that encourage artistic expression as they draw a map of Kenya and locate the main physical features,</li> <li>• engage in assigned roles of</li> </ul>	Why are physical features useful in a country?

			<p>collecting and displaying maps and pictures showing the main physical features in Kenya,</p> <ul style="list-style-type: none"> <li>● care for the physical features found in the immediate environment.</li> </ul>	
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**Core Competencies to be developed:**

- **Digital Literacy:** Learners use digital technology to effectively accomplish their own tasks as they use digital and print resources to locate the main physical features in Kenya.
- **Creativity and Imagination:** Learners undertake tasks that encourage artistic expression as they draw a map of Kenya and locate the main physical features.

**Values:**

- **Responsibility:** Learners engage in assigned roles as they collect and display maps and pictures showing the main physical features in Kenya.
- **Respect:** Learners appreciate diverse opinions as they brainstorm in groups to identify physical features found in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

- **Environmental Education:** Learners care for the physical features found in the immediate environment.

**Link to other subjects:**

The learner is able to apply Creative Arts skills as they draw a map of Kenya and locate main physical features.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>  (4 lessons)	<b>1.4 Weather and Climate</b>	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify elements of weather in the environment,</li> <li>b) show main climatic regions in Kenya on a map,</li> <li>c) describe characteristics of the main climatic regions in Kenya,</li> <li>d) acknowledge different weather and climatic conditions in planning for day- to- day activities..</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● display team spirit as they brainstorm in groups the difference between weather and climate and share with peers,</li> <li>● discuss in groups elements of weather (<i>rainfall, wind, temperature, cloud cover</i>)</li> <li>● use digital maps/atlas to locate the main climatic regions of Kenya,</li> <li>● speak engagingly by using facts as they discuss in groups the characteristics of the main climatic regions in Kenya,</li> <li>● engage in assigned roles and duties as they undertake tasks that will require learners to organise ideas as they model in groups a map of Kenya showing the main climatic regions and display in class,</li> </ul>	Why do we experience different climatic conditions in Kenya?

		<ul style="list-style-type: none"> <li>• find out from parents/guardians the effects of extreme weather conditions.</li> </ul>	
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**Core Competencies to be developed:**

- Communication and Collaboration: Learners can speak engagingly by using facts as they discuss in groups elements of weather.
- Creativity and Imagination: Learners undertake tasks that will require them to organise ideas as they model in groups a map of Kenya showing the main climatic regions and display in class.

**Values:**

- Unity: Learners display team spirit as they brainstorm in groups the difference between weather and climate.
- Responsibility: Learners engage in assigned roles and duties as they undertake tasks that will require them to organise ideas while modelling in groups a map of Kenya showing the main climatic regions and display in class.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Education: Learners become aware of weather as they brainstorm in groups the difference between weather and climate.

**Link to other subjects:**

The learner is able to apply Creative Arts skills to model a map of Kenya showing the main climatic regions

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Natural and Historic Built Environments</b>  <b>1.5 The Built Environments</b> <ul style="list-style-type: none"> <li>● <i>Museums</i></li> <li>● <i>Monuments</i></li> <li>● <i>Cultural centres</i></li> <li>● <i>Historical buildings</i></li> </ul> <p>(4 lessons)</p>		<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) identify main historic built environments in Kenya,</li> <li>b) show main historic built environments in Kenya on a map,</li> <li>c) apply strategies to conserve historic built environments for preservation of cultural heritage,</li> <li>d) appreciate the need for conserving historic built environments in Kenya.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm the main historic built environments in Kenya,</li> <li>● use digital/print resources to identify historic built environments,</li> <li>● use a map of Kenya, in groups, to locate some of the historic built environments,</li> <li>● develop posters/ charts/flip cards with messages on importance of caring for historic built environments in Kenya,</li> <li>● visit/virtual visit a nearby historic built environment/library/cultural centre and share experiences,</li> </ul>	<p>Why should we conserve the historic built environments?</p>

			<ul style="list-style-type: none"> <li>● seek advice from a resource person as they engage on ways of conserving historic built environments,</li> <li>● participate in conservation activities for historic built environments in the locality.</li> </ul>	
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**Core Competencies to be developed:**

- **Critical thinking and Problem solving:** Learners seek advice from a resource person as they engage on ways of conserving historic built environments.
- **Citizenship:** Learners participate in conservation activities for historic built environments in the locality.

**Values:**

- **Love:** Learners portray a caring attitude as they participate in conservation activities for historic built environments in the locality.
- **Peace:** Learners display tolerance as they brainstorm the main historic built environments in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

- **Environmental Education:** Learners participate in conservation activities for historic built environments in the locality.

**Link to other learning areas:**

The learner is able to apply Agriculture skills as they participate in conservation of historic built environments in the locality.

## Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe characteristics of main climatic regions in Kenya.	Learner describes characteristics of main climatic regions in Kenya in detail and provides relevant examples.	Learner describes characteristics of main climatic regions in Kenya.	Learner describes characteristics of main climatic regions in Kenya omitting minor details.	Learner describes characteristics of main climatic regions in Kenya omitting major details.
Ability to illustrate key elements of a map on a sketch.	Learner illustrates key elements of a map on a sketch with examples.	Learner illustrates key elements of a map on a sketch.	Leaner illustrates –some key elements of a map on a sketch.	Learner can hardly illustrate key elements of a map on a sketch.
Ability to locate the position of Kenya in relation to her neighbours using a compass direction.	Learner locates the position of Kenya in relation to her neighbours using a compass direction with detailed descriptions.	Learner locates the position of Kenya in relation to her neighbours using a compass direction.	Learner needs help to locate the position of Kenya in relation to her neighbours using a compass direction.	Learner can hardly locate the position of Kenya in relation to her neighbours using a compass direction even with help.

Ability to locate the main physical features in Kenya on a map.	Learner locates the main physical features in Kenya on a map with detailed descriptions.	Learner locates the main physical features in Kenya on a map.	Learner locates some of the main physical features in Kenya on a map.	Learner can hardly locate the main physical features in Kenya on a map.
Ability to show main climatic regions in Kenya on a map.	Learner shows the main climatic regions in Kenya on a map and provides direction.	Learner shows the main climatic regions in Kenya on a map.	Learner needs help to show the main climatic regions in Kenya on a map.	Learner can hardly show the main climatic regions in Kenya on a map.
Ability to show the main historic built environments in Kenya on a map.	Learner shows the main historic built environments in Kenya on a map with detailed descriptions.	Learner shows the main historic built environments in Kenya on a map.	Learner shows the main historic built environments in Kenya on a map with prompts.	Learner can hardly show the main historic built environments in Kenya on a map even with prompts.

## STRAND 2.0: PEOPLE AND SOCIAL ORGANISATIONS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 People and Social Organisations</b>	<b>2.1 Language Groups in Kenya</b>  • <i>Nilotes</i> • <i>Bantu</i> • <i>Cushites</i>  (5 lessons)	By the end of the sub-strand, the learner should be able to:  a) identify main language groups in Kenya, b) explain benefits of interdependence of language groups in Kenya, c) show the interdependence of language groups in Kenya, d) appreciate the interdependence of language groups.	The learner is guided to: <ul style="list-style-type: none"><li>• brainstorm the main language groups in Kenya,</li><li>• appreciate the importance of oneness irrespective of individual differences,</li><li>• discuss ways in which different language groups depend on each other in Kenya,</li><li>• engage a resource person to find out the benefits of interdependence of language groups in Kenya,</li><li>• role-play scenarios that depict interdependence of language groups in Kenya,</li></ul>	How do we benefit by interacting with different language groups in Kenya?

			<ul style="list-style-type: none"> <li>• narrate African stories on the origin of various language groups in Kenya.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to Learn: Learners develop relationships as they role-play scenarios that depict interdependence of language groups in Kenya.
- Communication and Collaboration: Learners listen keenly and actively showing understanding of concepts as they compose poems and songs that depict interdependence during cultural events.

**Values:**

- Unity: Learners discuss in groups ways in which different language groups depend on each other in Kenya.
- Respect: Learners value human dignity as they narrate African stories on the origin of various language groups in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: Learners work together harmoniously as they compose poems and songs that depict interdependence during cultural events.

**Link to other subjects:**

- The learner is able to apply Language skills as they compose poems and songs that depict interdependence during cultural events.
- The learner is able to apply Language skills as they narrate and share African stories on the origin of various language groups in Kenya.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 People and Social Organisations</b>	<b>2.2 Population distribution in Kenya</b>  (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explain the effects of population density in different regions in Kenya,</li> <li>b) show areas of high and low population density in Kenya on a map,</li> <li>c) acknowledge the impact of population distribution in Kenya.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm areas of high and low population density in Kenya,</li> <li>● use digital or print resources to locate areas of high and low population density in Kenya,</li> <li>● shade areas of low and high population density on a sketch map of Kenya,</li> <li>● take turns as they create a skit that depicts the impact of population distribution in Kenya.</li> </ul>	How is population distribution useful in Kenya?

**Core Competencies to be developed:**

**Communication and collaboration:** Learners describe procedure followed in doing defined tasks and give feedback as they shade in pairs, areas of low and high population density on a sketch map of Kenya.

**Values:**

- **Unity:** Learners take turns as they create a skit that depicts the impact of population distribution in Kenya.
- **Respect:** Learners value ideas of others as they brainstorm areas of high and low population density in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion:** Learners work together harmoniously as they take turns to create a skit that depicts the impact of population distribution in Kenya.

**Link to other subjects:**

The learner is able to apply speaking skills in Languages as they present feedback to their peers on areas of low and high population density on a sketch map of Kenya.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 People and Social Organisations</b>	<b>2.3 African Traditional Education</b> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li data-bbox="676 451 987 588">identify methods of instruction used in African traditional education,</li> <li data-bbox="676 602 987 767">explain the importance of African traditional education in promoting values,</li> <li data-bbox="676 781 987 919">apply African traditional education in promoting values,</li> <li data-bbox="676 932 987 1098">appreciate the role of African traditional education in promoting values.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li data-bbox="1045 382 1550 451">brainstorm the meaning of African traditional education,</li> <li data-bbox="1045 465 1550 630">discuss with peers, methods of instruction used in African traditional education such as <i>narratives, stories, songs, riddles and proverbs</i>,</li> <li data-bbox="1045 643 1550 809">listen keenly and actively as they watch video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education,</li> <li data-bbox="1045 822 1550 987">engage with a resource person on methods of instruction used in African traditional education,</li> <li data-bbox="1045 1001 1550 1070">discuss the importance of African traditional education in promoting values,</li> <li data-bbox="1045 1084 1550 1166">design posters on methods of instruction used in African traditional education,</li> </ul>	How does African traditional education promote values in our community?

		<ul style="list-style-type: none"> <li>• find out from parents/guardians the methods of instruction used in African traditional education and share in class.</li> </ul>	
<b>Core Competencies to be developed:</b>			
<ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> Learners listen keenly and actively as they watch video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.</li> <li>• <b>Citizenship:</b> Learners participate in the community and contribute to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education and share the information in class.</li> </ul>			
<b>Values:</b>			
<ul style="list-style-type: none"> <li>• <b>Integrity:</b> Learners enhance self-discipline as they engage with a resource person on methods of instruction used in African traditional education.</li> <li>• <b>Unity:</b> Learners enhance turn taking in activities and conversation as they discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs.</li> </ul>			
<b>Pertinent and Contemporary Issues (PCIs):</b>			
<ul style="list-style-type: none"> <li>• <b>Social Cohesion:</b> Learners enhance understanding of self and others as they watch video tapes/listen to narratives, stories/observe pictures on aspects of African traditional education.</li> </ul>			
<b>Links to other learning areas:</b>			
The learner is able to apply speaking and listening skills in Languages as they discuss methods of instruction used in African traditional education such as narratives, stories, songs, riddles, and proverbs.			

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 People and Social Organisations</b>	<b>2.4 School administration</b>  (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify administrative leaders in a school,</li> <li>b) state duties of administrative leaders in a school,</li> <li>c) illustrate administrative structure of a school,</li> <li>d) appreciate work done by administrative leaders in school.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss the administrative leaders in school,</li> <li>• discuss the order of administration in school,</li> <li>• use digital or print resources to search duties of administrative leaders in school,</li> <li>• collaboratively, share with parents or guardians the duties of school administrators,</li> <li>• draw and display in class the administrative structure of the school.</li> </ul>	How is school administration organised?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Learning to Learn: Learners work collaboratively as they share with parents or guardians the duties of school administrators.</li> <li>● Communication and Collaboration: Learners contribute to group decision making as they discuss in groups the order of administration in school.</li> </ul>				

**Values:**

- Love: Learners share resources as they think, pair and share the administrative leaders in school.
- Respect: Learners appreciate diverse opinions as they discuss in groups the order of administration in school.

**Pertinent and Contemporary Issues (PCIs):**

- Citizenship: Learners discuss in groups the order of administration in school.
- Social cohesion: Learners share with parents or guardians the duties of school administrators.

**Link to other learning areas:**

- The learner is able to apply communication skills in Languages when discussing the order of administration in school.
- The learner is able to apply drawing skills from Creative Arts when drawing and displaying in class the administrative structure of the school.

### **Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the benefits of interdependence of language groups in Kenya.	Learner explains benefits of interdependence of language groups in Kenya and provides relevant examples.	Learner explains benefits of interdependence of language groups in Kenya.	Learner explains some benefits of interdependence of language groups in Kenya.	Learner has challenges explaining benefits of interdependence of language groups in Kenya.
Ability to identify methods of instruction used in African traditional education.	Learner identifies methods of instruction used in African traditional education with supportive details and examples.	Learner identifies methods of instruction used in African traditional education.	Learner identifies some of the methods of instruction used in African traditional education.	Learner has challenges identifying methods of instruction used in African traditional education.

Ability to show areas of high and low population density in Kenya on a map.	Learner shows areas of high and low population density in Kenya on a map and provides justifications.	Learner shows areas of high and low population density in Kenya on a map.	Learner shows areas of high and low population density in Kenya on a map with minor errors.	Learner shows areas of high and low population density in Kenya on a map with major errors.
Ability to illustrate the administrative structure of a school.	Learner illustrates the administrative structure of a school with detailed description.	Learner illustrates the administrative structure of a school.	Learner illustrates the administrative structure of a school leaving out minor details.	Learner illustrates the administrative structure of the school leaving out major details.

## STRAND 3.0: RESOURCES AND ECONOMIC ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b> <ul style="list-style-type: none"> <li>- <i>land,</i></li> <li>- <i>minerals,</i></li> <li>- <i>water,</i></li> <li>- <i>wildlife</i></li> <li>- <i>forests,</i></li> </ul> (4 lessons)	<b>3.1 Resources in Kenya</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify resources found in Kenya,</li> <li>b) explain the benefits of using available resources prudently</li> <li>c) illustrate ways in which available resources can be used sustainably</li> <li>d) appreciate the resources available in society.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm on resources found in Kenya,</li> <li>● take a nature walk around the school locality to collect samples of resources found and share their findings in class,</li> <li>● state the benefits of using available resources prudently,</li> <li>● engage a resource to find out the benefits of using available resources prudently,</li> <li>● search online or use available print media on the ways in which available resources can be used sustainably</li> <li>● write articles/come up sensitisation messages on prudent use of resources found in Kenya.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use resources prudently?</li> <li>2. How can we conserve resources in our society?</li> </ol>

**Core Competencies to be developed:**

- Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they take a nature walk around the school locality to identify resources and share.
- Critical Thinking and Problem solving: Learners follow simple instructions to solve and seek help as they collect samples of resources found within the environment and display them in class.

**Values:**

Responsibility: Learners engage a resource person to find out the benefits of using available resources prudently.

**Pertinent and Contemporary Issues (PCIs):**

Environmental issues: Learners demonstrate care as they search online or use available print media on the ways in which available resources can be used sustainably

**Link to other learning areas:**

The learner is able to apply the concept of caring from Agriculture as they learn about prudent use of available resources for sustainability.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b> <ul style="list-style-type: none"> <li>• <i>Soda ash</i></li> <li>• <i>Diatomite</i></li> <li>• <i>Limestone</i></li> <li>• <i>Salt</i></li> <li>• <i>Petroleum</i></li> </ul> <p>(5 lessons)</p>	<b>3.2 Mining in Kenya</b> <ul style="list-style-type: none"> <li>• <i>Soda ash</i></li> <li>• <i>Diatomite</i></li> <li>• <i>Limestone</i></li> <li>• <i>Salt</i></li> <li>• <i>Petroleum</i></li> </ul> <p>(5 lessons)</p>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify major minerals found in Kenya,</li> <li>use the map of Kenya to locate major minerals,</li> <li>examine the importance of minerals in Kenya,</li> <li>acknowledge the contribution of mining to the economy of Kenya.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on minerals found in Kenya,</li> <li>• use digital or print resources to identify minerals found in Kenya,</li> <li>• draw a map of Kenya and locate major minerals,</li> <li>• engage with a resource person to discuss the importance of minerals in society,</li> <li>• create posters on contribution of mining to the economy of Kenya,</li> <li>• visit a mining site/quarry or use digital devices or watch documentary on the</li> </ul>	1. How do we benefit from the minerals found in our country? 2. How does the government promote mining in Kenya?

			<ul style="list-style-type: none"> <li>importance of mining in our country and write a report,</li> <li>generate new ideas as they create posters on the contribution of mining to the economy of Kenya.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and Imagination: Learners generate new ideas as they create posters on the contribution of mining to the economy of Kenya
- Learning to Learn: Learners engage with a resource person to discuss the importance of minerals in society

**Values:**

- Patriotism: Learners acknowledge the contribution of mining to the economy of Kenya
- Love: Learners avoid inflicting emotional pain on others as they in pairs create posters on the importance of mining in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

Creative Thinking skills: Learners enhance creative thinking skills as they create posters on the importance of mining in Kenya.

**Link to other learning areas:**

The learner is able to apply Creative Arts skills as they create posters on the importance of mining in Kenya.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b>	<b>3.3 Fishing in Kenya</b> <ul style="list-style-type: none"> <li>• <i>Lake Victoria</i></li> <li>• <i>Lake Turkana</i></li> <li>• <i>Lake Naivasha</i></li> <li>• <i>River Tana and River Athi</i></li> </ul> (5 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify main inland fishing grounds in Kenya,</li> <li>b) locate main inland fishing grounds in Kenya,</li> <li>c) explain contribution of fishing to the economy of Kenya,</li> <li>d) recognise fishing as an economic activity.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm on the main inland fishing grounds in Kenya using digital resources/print media,</li> <li>● draw a map of Kenya showing the main inland fishing grounds,</li> <li>● find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary,</li> <li>● engage with a resource person to discuss the contribution of fishing to the economy of Kenya and report in class,</li> <li>● develop posters on the importance of fishing in Kenya and share.</li> </ul>	Why is fishing important in our country?

**Core Competencies to be developed:**

- **Self-Efficacy:** Learners show attention to detail as they discuss in groups methods of inland fishing in Kenya and report in class.
- **Citizenship:** Learners demonstrate creativity as they develop posters, in pairs, on the importance of fishing in Kenya and share with members of the community.

**Values:**

- **Unity:** Learners take turns in activities as they illustrate in groups fishing methods used in Kenya, display in class and do a gallery walk to appreciate each other's work.
- **Respect:** Learners show positive regard for self and others as they find out from relevant sources in groups the contribution of fishing to the economy of Kenya and write a summary.

**Pertinent and Contemporary Issues (PCIs):**

Creativity thinking skills: Learners enhance the skills of creative thinking as they draw a map of Kenya showing the main inland fishing grounds.

**Link to other learning areas:**

The learner is able to apply Agriculture skills as they find out from relevant sources the contribution of fishing to the economy of Kenya and write a summary.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b>	<b>3.4 Wildlife and Tourism in Kenya</b> <ul style="list-style-type: none"> <li>• <i>Wildlife</i></li> <li>• <i>Historical Sites</i></li> <li>• <i>Natural Sceneries</i></li> </ul> <p>(5 lessons)</p>	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) identify main tourist attractions in Kenya,</li> <li>b) locate main game reserves and national parks in Kenya,</li> <li>c) explain contributions of wildlife and tourism to the economy,</li> <li>d) acknowledge the contribution of wildlife and tourism to the economy of Kenya.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss and share on who is a tourist,</li> <li>● use digital or print resources to identify tourist attractions in Kenya,</li> <li>● brainstorm on main tourist attractions in Kenya</li> <li>● brainstorm on the difference between a game reserve and a national park,</li> <li>● draw a map of Kenya and show the main game reserves and national parks (<i>Nairobi National Park, Tsavo National Park, Amboseli National Park, Masai Mara National Reserve and Kakamega Forest National Reserve</i>),</li> </ul>	Why is wildlife important?

			<ul style="list-style-type: none"> <li>● discuss the contributions of wildlife and tourism to the economy and do a presentation in class,</li> <li>● brainstorm and list down the contribution of tourism to the economy of Kenya,</li> <li>● debate on the contribution of tourism to the economy of Kenya,</li> <li>● write an essay on the contribution of tourism to the economy of Kenya.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to Learn: Learners share what they have learnt as they write an essay on the contribution of tourism to the economy of Kenya.
- Communication and Collaboration: Learners speak clearly and effectively as they brainstorm on main tourist attractions in Kenya.

**Values:**

- Unity: Learners display team spirit as they debate on the contribution of tourism to the economy of Kenya.
- Responsibility: Learners engage in tasks as they write an essay on the contribution of tourism to the economy of Kenya.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: Learners work together as they write essays on the contribution of tourism to the economy of Kenya.

**Link to other learning areas:**

The learner is able to apply Language skills as they write an essay on the contribution of tourism to the economy of Kenya.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b>	<b>3.5 Development of Transport</b> (5 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) outline main means of early transport to facilitate movement of goods and services,</li> <li>b) identify modern means of transport in Kenya,</li> <li>c) explore ways of maintaining road safety in society,</li> <li>d) apply safety precautions in using means of transport,</li> <li>e) appreciate the role of modern means of transport in national development.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm the meaning of transport</li> <li>● use digital or print resources to find out the main early means of transport (<i>human portage, pack animals, logging/log and boats, rafts</i>) and share in class,</li> <li>● sketch the early means of transport and present in class,</li> <li>● share information about modern means of transport in Kenya,</li> <li>● use digital or print resources to identify modern means of transport in Kenya,</li> <li>● write down modern means of transport identified and share in class,</li> <li>● draw the road signs in Kenya and display them in class,</li> </ul>	Why is transport important in development?

			<ul style="list-style-type: none"> <li>● role-play safe practices of a pedestrian crossing and present in class (<i>walking instead of running, walk on a line/single file</i>),</li> <li>● find out ways of observing road safety in Kenya using digital or print resources and write a report,</li> <li>● role-play how to observe traffic rules while using the road.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: Learners develop self-confidence as they use digital or print resources to find out the main early means of transport and share in class.</li> <li>● Creativity and Imagination: Learners exchange new ideas as they draw the road signs in Kenya and display them in class.</li> </ul>				

**Values:**

- Unity: Learners display team spirit as they role-play how to observe traffic rules while using the road.
- Peace: Learners demonstrate love for their own community as they exchange new ideas, draw the road signs in Kenya and display them in class.

**Pertinent and Contemporary Issues (PCIs):**

- Nationalism: Learners display national pride, find out ways of observing road safety in Kenya using digital or print resources and write a report.
- Child Road Safety: Learners work harmoniously as they role-play how to observe traffic rules while using the road.

**Link to other learning areas:**

The learner is able to apply Creative Arts skills as they role-play how to observe traffic rules while using the road.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources and Economic Activities</b>	<b>3.6 Development of Communication</b> <i>Traditional forms:</i> <ul style="list-style-type: none"> <li>• <i>Ululations</i></li> <li>• <i>Drumming</i></li> <li>• <i>Fire and smoke signals</i></li> </ul> <i>Modern forms</i> <ul style="list-style-type: none"> <li>• <i>Mobile phones</i></li> <li>• <i>Television</i></li> <li>• <i>Radio</i></li> <li>• <i>Newspapers</i></li> </ul> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline main early forms of communication to facilitate social interactions,</li> <li>b) explore modern means of communication in Kenya,</li> <li>c) illustrate modern means of communication used in their community,</li> <li>d) recognise the role of modern means of communication in Kenya.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● use digital or print resources to find out the main early forms of communication <i>and</i> share in class,</li> <li>● sketch the early forms of communication and present in class,</li> <li>● discuss modern means of communication using appropriate media,</li> <li>● discuss modern means of communication in Kenya using digital resources/print media,</li> <li>● draw different modern means of communication and display in class,</li> </ul>	Why is communication important?

			<ul style="list-style-type: none"> <li>● role-play use of various modern means of communication.</li> </ul>	
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**Core Competencies to be developed:**

- Critical Thinking and Problem Solving: Learners undertake group activities as they role-play the use of various modern means of communication.
- Creativity and Imagination: Learners undertake group activities as they role-play use of various modern means of communication.

**Values:**

**Unity:** Learners collaborate with others as they discuss modern means of communication in Kenya.

**Pertinent and Contemporary Issues (PCIs):**

**Internet Safety:** Learners portray responsible online behaviour as they use digital devices to find out the main early forms *and* share in class.

**Link to other learning areas:**

The learner is able to apply the concept of use of technology in communication in Science and Technology as they discuss modern means of communication.

## Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify resources found in Kenya.	Learner identifies resources found in Kenya with details.	Learner identifies resources found in Kenya.	Learner identifies some resources found in Kenya.	Learner has difficulty identifying resources found in Kenya.
Ability to examine the importance of minerals in Kenya	Learner examines the importance of minerals in Kenya with details.	Learner examines the importance of minerals in Kenya.	Learner examines the importance of some minerals in Kenya.	Learner has difficulty examining the importance of minerals in Kenya.
Ability to explain the contribution of fishing to the economy of Kenya	Learner explains the contribution of fishing to the economy of Kenya in detail.	Learner explains the contribution of fishing to the economy of Kenya.	Learner explains the contribution of fishing to the economy of Kenya with help.	Learner has challenges explaining the contribution of fishing to the economy of Kenya even with help.

Ability to explore ways of maintaining road safety in society.	Learner explores ways of maintaining road safety in society in detail, providing relevant examples.	Learner explores ways of maintaining road safety in society.	Learner explores some ways of maintaining road safety in society.	Learner has difficulty exploring ways of maintaining road safety in society.
Ability to outline the main early forms of communication to facilitate social interactions in varied contexts.	Learner outlines the main early forms of communication to facilitate social interactions in varied contexts.	Learner outlines the main early forms of communication to facilitate social interactions.	Learner outlines some of the main early forms of communication to facilitate social interactions.	Learner has difficulty outlining the main early forms of communication to facilitate social interactions.
Ability to locate the main inland fishing grounds in Kenya.	Learner locates the main inland fishing grounds in Kenya with details.	Learner locates the main inland fishing grounds in Kenya.	Learner locates some of the main inland fishing grounds in Kenya.	Learner has difficulty locating the main inland fishing grounds in Kenya.

Ability to locate game reserves and national parks in Kenya.	Learner locates the main game reserves and national parks in Kenya and provides direction.	Learner locates the main game reserves and national parks in Kenya.	Learner locates some of the main game reserves and national parks in Kenya.	Learner has difficulty locating the main game reserves and national parks in Kenya.
Ability to illustrate and apply safety precautions in using means of transport.	Learner illustrates and applies safety precautions in using means of transport in varied contexts.	Learner illustrates and applies safety precautions in using means of transport.	Learner illustrates and applies some safety precautions in using means of transport.	Learner has difficulty illustrating and applying safety precautions in using means of transport.
Ability to illustrate the modern means of communication used in their community.	Learner illustrates modern means of communication used in their community in detail.	Learner illustrates modern means of communication used in their community.	Learner illustrates some modern means of communication used in their community.	Learner has difficulty illustrating modern means of communication used in their community.

## STRAND 4: POLITICAL SYSTEMS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.1 Traditional Leaders in Kenya</b> <ul style="list-style-type: none"><li>• <i>Kivoi wa Mwendwa</i></li><li>• <i>Mekatilili wa Menza</i></li></ul> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"><li>a) outline leadership qualities of selected traditional leaders in Kenya,</li><li>b) illustrate contributions of selected traditional leaders in the Kenya,</li><li>c) recognise the role of traditional leaders in the community.</li></ul>	The learner is guided to: <ul style="list-style-type: none"><li>• brainstorm leadership qualities of the selected traditional leaders in Kenya</li><li>• observe pictures of selected traditional leaders in Kenya using appropriate media,</li><li>• gather information in groups, and do a write-up on the contributions of selected traditional leaders in Kenya,</li><li>• illustrate the contributions of selected traditional leaders in Kenya using charts and display in class,</li><li>• collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya,</li><li>• draw, colour and display in class pictures of selected traditional leaders.</li></ul>	Why are traditional leaders important in the community?

**Core Competencies to be developed:**

- **Communication and Collaboration:** Learners listen keenly and actively and show understanding of other people's perspective as they brainstorm, in pairs on who is a traditional leader.
- **Learning to learn:** Learners develop self-discipline as they work collaboratively while gathering information in groups, and do a write-up on the contributions of selected traditional leaders in Kenya.

**Values:**

- **Unity:** Learners enhance cooperation as they gather information in groups, and do a write-up on the contributions of selected traditional leaders in Kenya.
- **Patriotism:** Learners show dedication as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class.

**Pertinent and Contemporary Issues (PCIs):**

- **Citizenship Education:** Learners develop interethnic and interracial relationships as they observe pictures of selected traditional leaders in Kenya using appropriate media.
- **Social Cohesion:** Learners understand the ethnic diversity of traditional leaders in Kenya as they illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class.

**Link to other learning areas:**

- The learner is able to apply speaking and listening skills in Languages as they brainstorm in groups leadership qualities of the selected traditional leaders in Kenya.
- The learner is able to apply drawing skills from Creative Arts as they draw, colour and display in class pictures of selected traditional leaders.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.2 Early forms of Government in Kenya</b> • <i>Maasai</i> • <i>Ameru</i> (5 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) describe early forms of government among selected communities in Kenya,</li> <li>b) compare early forms of government of the Maasai and Ameru,</li> <li>c) apply best practices from early forms of government among selected communities in Kenya to modern governance,</li> <li>d) appreciate the importance of early forms of governance in Kenya.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm in pairs on forms of government in their community and share in class,</li> <li>• use digital or print resources to describe early forms of government,</li> <li>• find out from the library or relevant sources the early forms of government among the <i>Maasai</i> and <i>Ameru</i> and present their findings in class,</li> <li>• develop a chart to illustrate the differences and similarities in early forms of government among the <i>Maasai</i> and the <i>Ameru</i>,</li> <li>• create a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i>,</li> </ul>	How were communities ruled in the past?

			<ul style="list-style-type: none"> <li>• role-play early forms of government among the Maasai or the Ameru.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital literacy: Learners communicate effectively as they use digital media and space to describe early forms of government.</li> <li>• Creativity and Imagination: Learners show originality as they create a simple journal on what they have learnt about early forms of government.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Responsibility: Learners engage in assigned roles and duties as they create a simple journal on what they have learnt about early forms of government.</li> <li>• Respect: Learners appreciate diverse opinions about the Maasai and the Ameru as they brainstorm in pairs on forms of leadership in the communities and share</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>• Learner Support Programmes: Learners engage in civic guidance as they use appropriate media to describe early forms of government among the Maasai and the Ameru.</li> <li>• Social cohesion: Learner's role-play early forms of government among the Maasai or the Ameru.</li> </ul>				
<b>Link to other learning areas:</b>				
<ul style="list-style-type: none"> <li>• The learner is able to apply performing skills in Creative Arts as they role-play early forms of government among the Maasai or the Ameru.</li> <li>• The learner is able to apply speaking and listening skills from Languages as they brainstorm on forms of leadership in their community and share in class.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.3 Citizenship in Kenya</b>  (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) state how one becomes a citizen in Kenya,</li> <li>b) explain requirements for dual citizenship in Kenya,</li> <li>c) demonstrate good citizenship for personal and social well-being,</li> <li>d) appreciate being a good citizen in the community.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss with peers ways of becoming a Kenyan citizen,</li> <li>● use digital resources to find out ways of becoming a Kenyan citizen and share in class,</li> <li>● debate on dual citizenship in Kenya,</li> <li>● develop communication messages on good citizenship in our country,</li> <li>● write an essay on what may happen if one lost Kenyan citizenship,</li> <li>● create and recite poems on Kenyan citizenship,</li> <li>● develop intergroup communication skills for promotion of peaceful</li> </ul>	How can we promote responsible citizenship?

			coexistence as they develop communication messages on good citizenship and share with others in school.	
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**Core Competencies to be developed:**

- Self-efficacy: Learners practise self-drive as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- Citizenship: Learners develop intergroup communication skills for promotion of peaceful coexistence as they develop communication messages on good citizenship and share with others in school.

**Values**

- Social Justice: Learners enhance democracy as they create and recite poems on Kenyan citizenship.
- Integrity: Learners display self-discipline as they write an essay on what may happen if one lost Kenyan citizenship.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and Security: Learners enhance patriotism as they discuss in groups, ways in which one may lose Kenyan citizenship and present in class.
- Peace Education: Learners acknowledge self and others as they sing songs on good Kenyan Citizenship.

**Links to other subjects:**

The learner is able to apply singing skills in Creative Arts as they sing songs on good Kenyan Citizenship.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Political Systems</b>	<b>4.4 National Government</b> <ul style="list-style-type: none"> <li>• <i>The Executive,</i></li> <li>• <i>The Legislature</i></li> <li>• <i>The Judiciary</i></li> </ul> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the three arms of the National Government in Kenya,</li> <li>b) illustrate the three arms of National Government in Kenya,</li> <li>c) desire to participate in national governance in the country.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm the three arms of National Government in Kenya and share in class,</li> <li>• discuss the three arms of National Government using appropriate media and list them down,</li> <li>• engage with others to find out the three arms of National Government in Kenya using relevant sources,</li> <li>• illustrate the three arms of the National Government in Kenya and display them in class.</li> </ul>	How does the government work?

**Core Competencies to be developed:**

- **Citizenship:** Learners engage effectively with others as they find out the three arms of government in Kenya using relevant sources.
- **Creativity and Imagination:** Learners undertake tasks as they illustrate and display in class the composition of the three arms of National Government in Kenya.

**Values:**

- **Responsibility:** Learners engage in assigned roles and duties as they find out the three arms of government in Kenya using relevant sources.
- **Unity:** Learners appreciate the effort of others as they discuss the three arms of government using appropriate media and list them down.

**Pertinent and Contemporary Issues (PCIs):**

- **Patriotism and good governance:** Learners enhance good governance at all levels as they illustrate and display in class the three arms of the National Government in Kenya.
- **Peace Education:** Learners appreciate similarities and differences amongst them as they brainstorm the three arms of National Government in Kenya and share in class.

**Link to other learning areas:**

The learner is able to apply drawing skills in Creative Arts when illustrating the three arms of the National Government in Kenya and display them in class.

## Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to illustrate contributions of selected traditional leaders in Kenya.	Learner illustrates the contributions of selected traditional leaders in Kenya in detail.	Learner illustrates contributions of selected traditional leaders in Kenya.	Learner illustrates some of the contributions of selected traditional leaders in Kenya.	Learner has challenges illustrating contributions of selected traditional leaders in Kenya.
Ability to compare early forms of government of the Ameru and the Maasai.	Learner compares early forms of government of the Ameru and the Maasai giving details.	Learner compares early forms of government of the Ameru and the Maasai	Learner compares some early forms of government of the Ameru and the Maasai.	Learner has challenges comparing early forms of government of the Ameru and the Maasai.
Ability to explain the requirements for dual citizenship in Kenya.	Learner explains the requirements for dual citizenship in Kenya under different contexts.	Learner explains the requirements for dual citizenship in Kenya.	Learner explains some of the requirements for dual citizenship in Kenya.	Learner has challenges explaining the requirements for dual citizenship in Kenya.

Ability to explain the importance of human rights in society.	Learner explains the importance of human rights in society in detail and provides examples.	Learner explains the importance of human rights in society.	Learner explains the importance of human rights in society leaving out some details.	Learner has challenges explaining the importance of human rights in society.
Ability to identify types of democracy in Kenya.	Learner identifies types of democracy in Kenya citing examples.	Learner identifies types of democracy in Kenya.	Learner identifies some types of democracy in Kenya.	Learner has challenges identifying types of democracy in Kenya.

## STRAND 5.0: GOVERNANCE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Governance</b>	<b>5.1 National Unity in Kenya</b> <ul style="list-style-type: none"> <li>• <i>National Symbols</i></li> <li>• <i>National Days</i></li> <li>• <i>National languages</i></li> </ul> (3 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify national symbols in Kenya,</li> <li>explain factors which promote national unity in Kenya,</li> <li>illustrate ways of overcoming challenges of national unity,</li> <li>develop national awareness to enhance social</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on national symbols in Kenya (<i>the coat of arms, the national flag, the national anthem and the public seal</i>) and share in class,</li> <li>• use appropriate media to identify the national symbols in Kenya and share with others in class,</li> <li>• draw and colour the national symbols in Kenya using the locally available materials (<i>the coat of arms, the national flag and the public seal</i>),</li> <li>• brainstorm factors which promote national unity in Kenya,</li> <li>• use appropriate media to establish factors which promote national unity in Kenya,</li> </ul>	How can we promote national unity in our country?

		<p>cohesion among diverse communities,</p> <p>e) embrace a sense of nationhood and patriotism for harmonious living.</p>	<ul style="list-style-type: none"> <li>● engage a resource person to talk about ways of overcoming challenges of national unity,</li> <li>● role-play national awareness to enhance social cohesion among diverse communities,</li> <li>● write down and sing the three stanzas of the National Anthem of Kenya as sign of national awareness,</li> <li>● find out from parents/ guardians or elders about the national days in Kenya,</li> <li>● write a report about national days in Kenya and share in class.</li> </ul>	
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**Core Competencies to be developed:**

- Citizenship: Learners understand the impact of a person's rights and responsibilities in society as they brainstorm in groups factors which promote national unity in Kenya (*national symbols, national days and national languages*).
- Creativity and Imagination: Learners undertake tasks that encourage artistic expression of ideas as they draw and colour the national symbols in Kenya using the locally available materials (*the coat of arms, the national flag and the public seal*).

**Values:**

- Patriotism: learners show love for their country as they sing and write down in groups, the three stanzas of the National Anthem of Kenya.
- Unity: Learners display team spirit as they share national symbols in Kenya (*the coat of arms, the national flag, the national anthem and the public seal*).

**Pertinent and Contemporary Issues (PCIs):**

- Human Rights and Responsibilities: Learners enhance cohesion as they brainstorm in groups factors which promote national unity in Kenya (*national symbols, national days and national languages*).
- Patriotism and Good Governance: Learners demonstrate patriotism as they sing and write down in groups, the three stanzas of the National Anthem of Kenya

**Link to other learning areas:**

- The learner is able to apply performing skills from Creative Arts when singing and writing down three stanzas of the National Anthem of Kenya.
- The learner is able to apply functional writing skills in Languages to write a report about national days in Kenya and share in class.

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Governance</b>	<b>5.2 Human Rights</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to:  a) identify basic human rights in Kenya, b) explain the importance of human rights in society, c) create awareness on the importance of respecting human rights in society, d) apply ways to protect human rights in society,	The learner is guided to: <ul style="list-style-type: none"><li>● brainstorm on the meaning of human rights and share in class,</li><li>● identify the basic human rights in Kenya using appropriate media and share in class,</li><li>● discuss the importance of human rights in society and make class presentations,</li><li>● develop posters to create awareness on the importance of respecting human rights in society,</li><li>● act a skit on how to apply ways in protecting human rights,</li><li>● engage with a resource person on the importance of human rights and write a report,</li><li>● recite poems and sing songs on the importance of human rights in society.</li></ul>	Why is it important to respect human rights?

		e) appreciate the importance of respecting human rights in society.		
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Creativity and Imagination: Learners undertake tasks that will enable them to come up with new ideas as they identify the basic human rights in Kenya using appropriate media and share in class.</li> <li>• Learning to learn: Learners develop motivation to learn as they engage with a resource person on the importance of human rights and write a report.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: Learners respect other people's opinions as they discuss in groups the importance of human rights in society and make class presentations.</li> <li>• Respect: Learners value human dignity as they recite poems and sing songs on the importance of human rights in society.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>• Human Rights and Responsibilities: Learners enhance understanding of children's rights as they recite poems and sing songs on the importance of human rights in society.</li> <li>• Social Cohesion: Learners care for one another as they develop posters to create awareness on the importance of respecting human rights in society.</li> </ul>				
<b>Link to other subjects:</b>				
<ul style="list-style-type: none"> <li>• The learner is able to apply Creative Arts skills to develop posters to create awareness on the importance of respecting human rights in society.</li> <li>• The learner is able to apply speaking and listening skills in Languages to discuss the importance of human rights in society and make class presentations.</li> </ul>				

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Political Systems</b>	<b>5.3 Democracy in Society</b>  • <i>Direct</i> • <i>Indirect</i>  (2 lessons)	By the end of the sub-strand, the learner should be able to:  a) identify types of democracy in Kenya, b) explain benefits of democracy in society, c) practise democracy in governance in the community, d) desire to promote democracy in society.	The learner is guided to: <ul style="list-style-type: none"><li>● brainstorm the meaning of democracy,</li><li>● use digital /print materials to find out types of democracy in Kenya and write short notes,</li><li>● discuss and list the benefits of democracy in society.</li><li>● engage with a resource person to discuss the benefits of democracy in society.</li><li>● develop posters on benefits of democracy in society, display in class and share,</li><li>● Recite poems /sing songs on the importance of democracy in society.</li></ul>	How can we practise democracy in our society?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● <b>Digital Literacy:</b> Learners use the digital devices safely and ethically in a networked environment as they find out more about benefits of democracy in society using digital resources/appropriate media.</li> <li>● <b>Learning to learn:</b> Learners develop relations as they discuss and list the benefits of democracy in society.</li> </ul>				

**Values:**

- **Respect:** Learners understand and appreciate others as they brainstorm on the meaning of democracy.
- **Responsibility:** Learners offer leadership and guidance to others as they discuss and list the benefits of democracy in society.

**Pertinent and Contemporary Issues (PCIs):**

- **Peace Education:** Learners contribute to peacebuilding as they recite poems /sing songs on the importance of democracy in society.
- **Human rights and Responsibilities:** Learners identify themselves as they engage with a resource person discuss on the benefits of democracy in society.

**Link to other subjects:**

The learner is able to apply speaking skills in Languages to recite poems /sing songs on the importance of democracy in society.

### **Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to illustrate ways of overcoming challenges of national unity.	Illustrates ways of overcoming challenges of national unity, giving examples	Illustrates ways of overcoming challenges of national unity	Illustrates some ways of overcoming challenges of national unity	Has difficulty illustrating ways of overcoming challenges of national unity
Ability to develop national awareness to enhance social cohesion among diverse communities, giving details	Develops national awareness to enhance social cohesion among diverse communities, giving details	Develops national awareness to enhance social cohesion among diverse communities	Develops national awareness to enhance social cohesion among diverse communities omitting some points	Has difficulty developing national awareness to enhance social cohesion among diverse communities

Ability to draw national symbols using locally available materials.	Learner draws national symbols using locally available materials with clarity	Learner draws national symbols using locally available materials.	Learner draws some national symbols using locally available materials.	Has difficulty drawing national symbols using locally available materials.
Ability to illustrate the three arms of the National Government in Kenya.	Learner illustrates the three arms of the National Government in Kenya and gives examples.	Learner illustrates the three arms of the National Government in Kenya.	Learner illustrates two arms of the National Government in Kenya.	Learner illustrates less than two arms of the National Government in Kenya.

## **Appendix I: CSL Guidelines at Upper Primary (Grade 4-6)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### **Steps in carrying out the integrated CSL activity**

#### **1) Preparation**

- Map out the targeted core competencies, values and specific learning area skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## **2) Implementation of the CSL Activity**

- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and learning area skills.

## **3) Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning

and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

**Appendix II: Table Showing: Suggested Assessment Methods, Suggested Learning Resources and Suggested Non-Formal Activities**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>1.0 Natural and Historic Built Environments</b>	<b>1.0 Elements of a Map</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Maps</li> <li>• Digital resources</li> <li>• Charts, marker pens</li> <li>• Approved textbooks and other printed resources</li> </ul>	Visit/virtual visit a nearby historic built environment/library/cultural centre and share experiences
	<b>1.2. Location, position and size of Kenya</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Digital resources</li> <li>• Charts, marker pens</li> <li>• Approved textbooks and other printed resources</li> </ul>	
	<b>1.3 Main Physical Features in Kenya (3 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>• Digital resources</li> <li>• Charts, marker pens</li> <li>• Approved textbooks and other printed resources</li> </ul>	Caring for physical features

	<b>1.4 Weather and Climate (6 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Charts, marker pens</li> <li>● approved textbooks and other printed resources</li> </ul>	Finding out from parents/guardians the effects of extreme weather conditions.
	<b>1.5 The Built Environments (4 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Maps</li> <li>● Approved textbooks and other printed resources</li> </ul>	Physical visit/virtual visit to a nearby historic built environment/library/cultural centre and share experiences
<b>2.0 PEOPLE AND SOCIAL ORGANISATIONS</b>	<b>2.1 Language Groups in Kenya (5 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Maps</li> <li>● Approved textbooks and other printed resources</li> </ul>	Engaging a resource person to find out the benefits of interdependence of language groups in Kenya,
	<b>2.2 Population Distribution in Kenya (3 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Creating skits that depict the impact of population distribution in Kenya.

	<b>2.3 Culture and Social Organisation of the African Traditional Education (4 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Approved textbooks and other printed resources</li> </ul>	Participating in the community and contributing to a better world through informed, ethical and peaceful action as they give a summary of an aspect of African traditional education
	<b>2.4 School Administration (2 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Working collaboratively as they share with parents or guardians the duties of school administrators.
<b>3.0 RESOURCES AND ECONOMIC ACTIVITIES</b>	<b>3.1 Resources in Kenya (2 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Writing a poem on prudent use of resources found in Kenya.
	<b>3.2 Mining in Kenya (3 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> </ul>	Visiting a mining site/quarry in the locality to find out the

			<ul style="list-style-type: none"> <li>● Approved textbooks and other printed resources</li> </ul>	importance of mining in our country
	<b>3.3 Fishing in Kenya (4 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Engaging with a fisherman to discuss the contribution of fishing to the economy of Kenya,
	<b>3.4 Wildlife and Tourism in Kenya (5 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Writing an essay on the contribution of tourism to the economy of Kenya.
	<b>3.5 Development of Transport (5 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Role-play how to observe traffic rules while using the road.
	<b>3.6 Development of Communication</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	-

<b>4.0 POLITICAL SYSTEMS</b>	<b>4.1 Traditional Leaders in Kenya (3 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Collect and display portraits/ pictures of the selected traditional leaders in Kenya.
	<b>4.2 Early forms of Government in Kenya (5 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Creating a simple journal on best practices from early forms of government among the <i>Maasai</i> and the <i>Ameru</i> .
	<b>4.3 Citizenship in Kenya</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Creating and reciting poems on Kenyan citizenship,
	<b>4.4 National Government (4 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Illustrating the three arms of the National Government in Kenya and displaying them in class.

<b>5.0 GOVERNANCE</b>	<b>5.1 National Unity in Kenya (3 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Writing down and singing the three stanzas of the National Anthem of Kenya
	<b>5.2 Human Rights (2 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Develop posters to create awareness on the importance of respecting human rights in society
	<b>5.3 Democracy in Society (2 Lessons)</b>	a) Oral questions b) Written tests d) Observation	<ul style="list-style-type: none"> <li>● Digital resources</li> <li>● Approved textbooks and other printed resources</li> </ul>	Engaging with a resource person to discuss the benefits of democracy in society.