SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

HISTORY & CITIZENSHIP

KICD

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2024

DRAFT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

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HISTORY AND CITIZENSHIP

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. Promote individual development and self-fulfilment

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

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

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

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

7. **Promote international consciousness and foster positive attitudes towards other nations.**
   Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LEARNING OUTCOMES FOR SENIOR SECONDARY SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious coexistence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the forth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be ***engaged, empowered and ethical citizens*** ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their choses Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education *NB: ICT skills will be offered to all students to facilitate learning and enjoyment*	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* **21.** Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. *Physical Education (C)* 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

History and Citizenship at Senior School will cover four broad strands that are tailored to the cumulative knowledge and understanding relevance of varied themes. This Curriculum design lays emphasis on understanding the past, to comprehend the present and envision the future. History provides valuable insights into human behaviour, societal norms, and the consequences of past actions. By delving into historical events, students develop critical thinking skills, learn to analyse complex information and cultivate a broader perspective of the world around them.

Citizenship education in Senior School plays a pivotal role in shaping responsible and active members of society, with the knowledge of their rights and responsibilities as citizens as well fostering a sense of civic duty, and nurtures skills essential for effective participation in a democratic society. On the other hand, History will provide an understanding of historical struggles for justice and equality and empower students to become advocates for positive change in their communities and beyond.

The essence of studying History and Citizenship in senior school is to shape the future through informed decision-making and active citizenship. By embracing the interconnectedness of history and citizenship, students embark on a transformative educational experience that equips them with the tools to navigate an ever-changing world with curiosity, empathy and resilience.

Assessment is integral to the History and Citizenship learning process. The assessment practices for History and Citizenship will focus on assessment for learning. Timely and comprehensive feedback on the students' learning motivates them towards

achieving their goals in History and Citizenship. The assessment in History and Citizenship is designed to check learners' application of values, and their development of social and emotional competencies and skills related to History and Citizenship. Therefore, the place of history and citizenship is crucial as a hub for cross-curricular links.

GENERAL LEARNING OUTCOMES FOR HISTORY AND CITIZENSHIP

By the end of Senior Secondary School, the learner should be able to:
1. Demonstrate understanding and appreciation of human origins, cultural development and world civilizations,
2. Demonstrate understanding and recognition of transformation and internal dynamics in the world since the 16th century,
3. Exhibit understanding and appreciation of self-identity, diversity, human rights and socio-cultural interactions globally,
4. Demonstrate ethical behaviour, exhibit responsible citizenship and promote social justice as a civic responsibility,
5. Exhibit understanding and recognition of governance, leadership, public good, democratic values and civic participation in the world.
6. Conduct research and respond effectively to manage community, national, regional and global issues as an informed and responsible citizen.

SUMMARY OF STRANDS AND SUBSTRANDS

Strand	Sub Strands	Suggested Number of Lessons
1.0 Themes in Kenyan History and Citizenship	1.1 Linguistic groups in Kenya	10
	1.2 Establishment of colonial rule	12
	1.3 The Constitution of Kenya (2010)	8
	1.4 Political developments and challenges since independence.	10
	1.5 Elections in Kenya	15
	1.6 National integration	8
Themes in Africa History and Citizenship	2.1 Human Developments in Africa	10
	2.2 African Civilizations up to 19th Century	10
	2.3 Colonization of Africa	10
	2.4 Modern Nationalism in Africa	10
	2.5 Effects of global wars on Africa	8
3.0 Themes in International History and Citizenship	3.1 Great revolutions	8
	3.2 International organisations	8

	3.3 Modern Slavery and servitude	10
	3.4 Global governance	10
	3.5 The 1st industrial revolution	8
4.0 Contemporary Themes in History and Citizenship	4.1 Peace and conflict transformations in Kenya	8
	4.2 The 4th industrial and technologies revolution	9
	4.3 Equality and Non-Discrimination	8
Total Number of Lessons		180

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND 1.0: THEMES IN KENYAN HISTORY AND CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	**1.1Linguistic groups in Kenya** (10 Lessons)	By the end of the sub strand, the learner should be able to: a) explore the linguistic groups in Kenya, b) discuss the causes and effects of migration, settlement and expansion of the linguistic groups, c) trace the migration routes and settlement areas of the linguistic groups in Kenya, d) apply the knowledge of diverse communities of Kenya to promote social cohesion,	Learner is guided to: • brainstorm on the identities of the linguistic groups in Kenya, • discuss and write on charts/posters the linguistic groups in Kenya, • investigate the causes and effects of migration, settlement and expansion of the linguistic groups, • using an atlas draw a map of Kenya and locate the migration routes and settlement areas of the linguistic groups in Kenya, • role play cultural exchange among the	How can you promote harmonious living among the diverse communities of Kenya?

		e) appreciate the diversity of communities in Kenya.	linguistic groups in Kenya, • compose a song or poem or develop a documentary on cultural diversity of linguistic groups in Kenya.	

Core Competencies to be developed:
- Communication and collaboration: speaking and sharing skill as the learner brainstorm on the identities of the linguistic groups in Kenya and share in class;
- Citizenship: diverse opinions as the learner role plays cultural exchange among the linguistic groups in Kenya.

Values:
Responsibility: as the learner takes up the role of investigating the causes and effects of migration, settlement and expansion of the linguistic groups.

Pertinent and Contemporary Issues (PCIs):
Citizenship Education - Ethnic relations and diversities as the learner engages in role playing cultural exchange among the linguistic groups in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	**1.2 Establishment of colonial rule** (12 Lessons)	By the end of the sub-strand, the learner should be able to: a) examine the reasons for the establishment of colonial rule, b) evaluate the methods applied by the British in the establishment of colonial rule in Kenya, c) discuss the process of establishment of colonial rule in Kenya, d) apply lesson learnt from the process of establishment of colonial rule in Kenya, e) desire to maintain independence and unity in Kenya,	The learner is guided to: ● use digital devices or print materials to research on reasons for the establishment of colonial rule in Kenya and present in class; ● roleplay the methods used by the British in the establishment of colonial rule. ● watch a documentary on establishment of colonial rule Kenya and make notes, ● develop a chart on the process of establishment of colonial rule and share in class, ● identify situations in the school where the best practices from the process of colonial establishment can be applied by learners	1. How can we maintain independence in daily lives? 2. Why was wrong for the British to impose their rule on Africans in Kenya?

			• develop communication messages on independence and unity and display .	

Core Competencies to be developed:
- Digital literacy: skill of interacting with technology is developed as the learner uses digital devices or print materials to research on reasons for the establishment of colonial rule in Kenya and present in class
- Self-efficacy: skill of effective communication as the learner Roleplay the methods used by the British in the establishment of colonial rule.

Values:
- Unity: cooperation as the learner works with others to role play or develop a documentary
- Responsibility: diligence as the learner role play and develop communication messages

Pertinent and Contemporary Issues (PCIs):
- Safety and security: Online safety as they use digital devices
- Learners enhance effective communication as they prepare communication messages and sharing

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	**1.3 The Constitution of Kenya(2010)** (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) categorise the type of public resources in Kenya, b) analyse the importance of public resources for posterity, c) develop strategies for sustainable utilisation of public resources, d) advocate for efficient use of public resources for an ethical society, e) desire to support efficient use of public resources to	• The learner is guided to: • identify to categorise types of public resources, • use print and non-print media to categorise public, resources and make presents in class, • watch a video clip on the importance efficient use of public resources, and discuss in class, • engage with a resource person to give a talk on how to design strategies for sustainable utilization of public resources and present points in class, • conduct a debate on advocacy for efficient use of public resources for an ethical society, • design charts/posters/songs to support efficient use of public	1. What are the challenges faced in ensuring efficient utilisation of public resources? 2. How can public resources be protected and preserved?

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		promote ethical practices.	resources to promote ethical practices.	

Core Competencies to be developed:

- Communication and collaboration: Listening skills as the learner watch a video clip on the importance of public resources, and discuss in class
- Learning to learn : skill of working collaboratively as the learner engage with a resource person to design strategies for sustainable utilization of public resources.

Values:

- Patriotism: Citizenship as the learner participates in a debate on advocacy for efficient use of public resources for an ethical society;
- Responsibility: diligence as the learner uses print and non-print media to categorise public resources.

Pertinent and Contemporary Issues (PCIs):

Citizenship Education: Civic responsibility as the learner takes part in a debate on advocacy for efficient use of public resources for an ethical society

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	**1.4 Political developments and challenges since independence** **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) analyse major political developments in Kenya since Independence, b) discuss the major political challenges since independence, c) propose possible solutions to the major political challenges, d) develop activities that promote peaceful political environments in Kenya,	The learner is guided to: • use digital or print resources to establish major political developments in Kenya since independence • (Establishment of a Republic status, merger of KANU and KADU, Sessional paper No 10 of 1965, Repeal of section 2A of the constitution, promulgation of the 2010 constitution) and present in class, • engage with resource person to find out major political challenges since independence (political assassinations, attempted coups, post-election violence, negative ethnicity) and write summary points, • Hold discussions on possible solutions to political challenges,	1. How can you participate in political developments in your community? 2. What solutions can you provide for challenges facing our society?

		e) embrace peaceful coexistence for harmonious living .	• participate in activities in the community to promote conducive political environment, • compose and sing a song on the importance of harmonious living.	

Core Competencies to be developed:
- Critical thinking and problem solving: Active listening and communication skill as the learner participates in a debate on possible solutions to political challenges
- Citizenship: Active community life skills as the learner Participates in activities in the community to promote political development .

Values:
- Patriotism: Citizenship as the learner debates on possible solutions to political challenges.
- Social justice: Equity as the learner investigates major political challenges since independence.

Pertinent and Contemporary Issues (PCIs):
Citizenship Education - National values and principles of governance a learner discuss possible solutions to political challenges,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	**1.5 Elections in Kenya** (15 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the guidelines governing elections in Kenya, b) describe the roles and functions of IEBC in Kenya, c) elaborate the electoral processes in Kenya, d) enumerate measures taken by IEBC in curbing election malpractices in management of elections, e) appreciate the roles and functions of IEBC in Kenya.	The learner is guided to: • use print and non print materials to search for the guidelines governing elections in Kenya, • brainstorm on the roles and functions of IEBC in Kenya, • use charts/posters to enumerate the roles and functions of IEBC in Kenya, • role play the electoral processes in your school, present in class the electoral processes in Kenya, • engage with a resource person to find out the measures taken by IEBC in curbing election malpractices in management of elections, • design messages on the roles and functions of IEBC in Kenya and display in class.	1. Why are elections important? 2. Which values can citizens embrace to avoid election malpractices?

Core Competencies to be developed:
• Citizenship: social and civic skills as the learner role play electoral process in their school;
• Creativity and imagination: Making observations as the learner design messages on the roles and functions of IEBC in Kenya and display in class

Values:
• Unity: cooperation as the learner role play the electoral processes in your school;
• Social justice: Equity as the learner engages with a resource person to find out the measures taken by IEBC in curbing election malpractices in management of elections.

Pertinent and Contemporary Issues (PCIs):
Citizenship Education:
• Good governance as the learner uses print and non print materials to search for the guidelines governing elections in Kenya
• Promotion of social cohesion as learner engages with a resource person to find out the measures taken by IEBC in curbing election malpractices in management of elections.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Themes in Kenyan History and Citizenship	1.6 National integration (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the importance of national integration, b) explain the components of national integration, c) Examine factors that limit national integration, d) Demonstrate ways of enhancing national integration, e) acknowledge the importance of national unity.	The learner is guided to: • Brainstorm on the importance of national integration and present in class, • use digital or print resources to find out the components of national integration and discuss, • Use the library to research on factors that limit national integration and write notes, • identify and participate in ways that enhance national integration in school, • Develop communication messages for promotion of peaceful co-existence and post in school, • Write an essay on the importance of national unity to peaceful coexistence .	How can you enhance national integration?
Core Competencies to be developed: • Communication and collaboration: Speaking skill as a learner takes part in brainstorming on the importance of national integration and present in class				

- Digital literacy: interacting with technology skills as the learner uses digital or print resources to find out the components of national integration.

Values:
- Patriotism: citizenship as the learner shares on factors enhancing coexistence as fellow citizens.
- Unity :cooperation as the learner develops communication messages for promotion of peaceful coexistence .

Pertinent and Contemporary Issues (PCIs):

Citizenship Education **-** Good governance: ethnic/racial relations and diversities as the learner brainstorm on the importance of national integration.

SUGGESTED ASSESSMENT RUBRIC FOR STRAND 1.0				
Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the causes and effects of migration, settlement and expansion of the linguistic groups.	Learner discusses the causes and effects of migration, settlement and expansion of the linguistic groups in detail.	Learner discusses the causes and effects of migration, settlement and expansion of the linguistic groups	Learner discusses the causes and effects of migration, settlement and expansion of the linguistic groups leaving out some details	Learner discusses the causes and effects of migration, settlement and expansion of the linguistic groups leaving out many details.
Ability to trace the migration routes and settlement areas of the linguistic groups in Kenya.	Learner traces the migration routes and settlement areas of the linguistic groups in Kenya in details	Learner traces the migration routes and settlement areas of the linguistic groups in Kenya.	Learner traces the migration routes and settlement areas of the linguistic groups in Kenya omitting minor details.	Learner traces the migration routes and settlement areas of the linguistic groups in Kenya omitting major details.
Ability to analyse major political developments in Kenya since Independence	Learner analysis major political developments in Kenya since Independence giving all details.	Learner analysis major political developments in Kenya since Independence	Learner analysis major political developments in Kenya since Independence omitting some details.	Learner analysis major political developments in Kenya since Independence omitting all details
Ability to discuss the major political	Learner discusses all major political challenges since	Learner discusses the major political	Learner discusses the major political challenges since	Learner discusses the major political challenges since

SUGGESTED ASSESSMENT RUBRIC FOR STRAND 1.0				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
challenges since independence;	independence exhaustively	challenges since independence;	independence leaving out some information.	independence leaving out important information.
Ability to categorises the public resources	Learner categorises all public resources citing their examples	Learner categorises the public resources	Learner categorises some the public resources	Learner categorises few public resources
Ability to analyse the importance of public resources for posterity	Learner analyses the importance of public resources for posterity with illustration	Learner analyses the importance of public resources for posterity	Learner analyses the importance of public resources for posterity leaves out minor details.	Learner analyses the importance of public resources for posterity leaves most details
Ability to develop strategies for sustainable utilization of public resources	Learner develops strategies for sustainable utilization of public resources citing examples	Learner develops strategies for sustainable utilization of public resources	Learner develops strategies for sustainable utilization of public resources while omits some	Learner develop strategies for sustainable utilization of public resources omits the major ones
Ability to identify the guidelines governing elections in Kenya	Learner identifies all the guidelines governing elections in Kenya	Learner identifies most of the guidelines governing elections in Kenya	Learner identifies some of the guidelines governing elections in Kenya	Learner identifies very few the guidelines governing elections in Kenya

SUGGESTED ASSESSMENT RUBRIC FOR STRAND 1.0				
Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the roles and functions of IEBC in Kenya;	Learner describes all the roles and functions of IEBC in Kenya;	Learner describes most of the roles and functions of IEBC in Kenya;	Learner describes some of the roles and functions of IEBC in Kenya;	Learner describes small extent of the roles and functions of IEBC in Kenya;
Ability to elaborate the electoral processes in Kenya,	Learner elaborates the electoral processes in Kenya in details	Elaborates the electoral processes in Kenya,	Elaborates to some extent the electoral processes in Kenya,	Elaborates to a limited extent the electoral processes in Kenya,
Learner to discuss the importance of national integration	Learner discusses the importance of national integration with examples	learner discusses the importance of national integration	Learner to discuss most importance of national integration	Learner to discuss some importance of national integration
Learner to explain the components of national integration	Learner explain all the components of national integration with illustrations	Learner to explain the components of national integration	Learner to explain most of the components of national integration	Learner to explain some of the components of national integration
Ability illustrate factors that limit national integration	learner illustrates all factors that limit national integration and suggest remedies	learner illustrates factors that limit national integration	learner illustrates most factors that limit national integration	Learner illustrate some factors that limit national integration

STRAND 2.0 THEMES IN AFRICAN HISTORY AND CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Themes in African History and Citizenship	**2.1 Human Developments in Africa** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the factors that led to transition from migratory to sedentary lifestyle by early humans; b) analyse advancements that took place during the Neolithic revolution; c) examine the contributions of Neolithic revolution to the modern society; d) classify the characteristics of pastoralism in reference to selected communities in Africa; e) propose solutions to challenges facing contemporary pastoralism in Africa;	The learner is guided to: • use digital/print materials to the factors which led to transition from migratory to sedentary lifestyle by early humans and summary main points, • brainstorm the meaning of Neolithic revolution, discuss advancements that took place during the Neolithic revolution and present using power point/locally available resources, • carry out a search using online or print or human resources to establish the contributions of Neolithic revolution to the modern society and share in class,	1. How did daily life change due to shifting from a nomadic lifestyle to a sedentary life? 2. Which factors influenced pastoralism in the pre-colonial period?

		f) recognise the advancements that took place during the Neolithic revolution.	• investigate the characteristics of pastoralism in reference to selected communities in Africa(*Maasai and Fulani)* and report the findings, • design charts/posters to develop solutions to challenges facing contemporary pastoralism in Africa, • debate on the advancements that took place during the Neolithic revolution.	

Core Competencies to be developed:
- Digital literacy: interacting with technology skills as the learner carry out a search using online or print or human resources to establish the contributions of Neolithic revolution to the modern society and share in class;
- Critical thinking and problem: Open-mindedness and creativity skill as the learner design charts/posters to develop solutions to challenges facing contemporary pastoralism in Africa;
- Learning to learn: working collaboratively skill as the learner debate further on the advancements that took place during the Neolithic revolution.

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Values:
- Responsibility: Diligence as a learner carries out a search using online or print or human resources to establish the contributions of Neolithic revolution to the modern society and share in class;
- Patriotism: Dedication as the learner designs charts/posters to develop solutions to challenges facing contemporary pastoralism in Africa;

Pertinent and Contemporary Issues (PCIs):
Social -Economic and environmental issues:
- Environment conservation as the learner designs charts/posters to develop solutions to challenges facing contemporary pastoralism in Africa.
- Online safety as the learner carries out a search using online or print or human resources to establish the contributions of Neolithic revolution to the modern society and share in class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Themes in East African History and Citizenship	**2.2 African Civilizations up to 19th century** *(Wanga,Buganda And Nyamwezi)* (10 lessons)	By the end of the sub-strand, the learner should be able to: a) examine the development of selected early civilizations in Africa b) analyse the importance of ancient African civilizations to modern society, c) apply the best practices from the early civilizations, d) appreciate contributions of early civilizations.	The learner is guided to: • brainstorm on the development of selected early civilizations, • discuss on contributions of early civilizations to the modern society and present using charts, • participate in carrying out activities that promote best practices in the society, • document the contributions in a journal/school magazine	How do the early civilizations differ from the current leadership structure?

Core Competencies to be developed:
- Citizenship: Global awareness skills as a learner discuss on contributions of early civilizations
- Learning to learn: Organizing own learning as a learner document the contributions in a journal/school magazine

Values:
- Respect: sharing information as a learner discuss on contributions of early civilizations to the modern society
- Unity : cooperation a learner participates in carrying out activities that promote best practices in the society.

Pertinent and Contemporary Issues (PCIs):
Good Governance **-**as the learner brainstorm on the development of selected early civilizations

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Themes in African History and Citizenship	**2.3 Colonization of Africa** **(10 lessons)**	By the end of the sub-strand, the learner should be able to: a) discuss the significance of the Berlin conference in relation to scramble for and partition of Africa, b) evaluate how key players determined the colonization of Africa, c) discern the extent to which different reasons influenced colonisation of Africa, d) justify why it was inevitable to end colonialization of Africa to promote a sense of nationalism, e) appreciate the justification of the end of colonization of Africa to	The learner is guided to: • research on the significance of the Berlin conference in relation to scramble for and partition of Africa and present a summary; • engage with a resource person to identify key players and explain how they determined the colonisation of Africa • use print and non print materials establish the extent to which economic and political reasons influenced colonization of Africa; display in class, • debate on justification for an end colonialization of Africa;	1. How did Otto Von Bismarck fast-track the process towards scramble for and partition of Africa? 2. Why was colonialism unfair to Africans?

		promote a sense of nationalism.	• compose poems/messages on justification to the end of colonization of Africa.	

Core Competencies to be developed:
- Critical Thinking and problem: Active listening and communication skill as the learner debate on justification for an end colonialization of Africa;
- Communication and collaboration: team work skill as the learner work together to compose poems/messages on justification to end of colonization of Africa

Values:
- Social justice-: Equity as the learner appreciates the need for inclusivity and fairness through debate on the justification for end of colonization.
- Unity: Cooperation as a learner appreciates the compose poems/messages on justification to end of colonization of Africa to promote a sense of nationalism.

Pertinent and Contemporary Issues (PCIs):
Citizenship Education : equity and non-discrimination as the learner discuss why colonialism was unfair treatment to the African.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Themes in African History and Citizenship	**2.4 Modern Nationalism in Africa** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) explore factors that have influenced nationalism in Africa, b) draw lessons from key leaders who contributed to nationalism in African countries, c) illustrate best practices that have been adopted by African nations strengthen nationalism, d) acknowledge modern African Nationalism in development of modern African states.	The learner is guided to: ● use digital/printed media to establish factors that have contributed modern nationalism in Africa and write notes ● discuss lessons learnt from key leaders who contributed to nationalism *(Thomas Sankara,Desmond Tutu,Julius Nyerere,Anwar Sadat)* in African countries, ● engage a resource person to give a talk on the best practices that have been adopted by African nations strengthen nationalism, ● use charts/posters to illustrate best practices that have been adopted by African nations	How can you advance modern nationalism?

				strengthen nationalism and share in class, ● Document/prepare a video on best practices on modern Nationalism visible within the school/environment and share.	

Core Competencies to be developed:
- Learning to learn: Sharing learnt knowledge as the learner discuss lessons learnt from key leaders who contributed to nationalism
- Digital literacy: Interacting with technology as the learner search for information on modern nationalism.

Values:
- Patriotism: Citizenship as the learner demonstrates the best practices of modern African Nationalism in daily interactions
- Unity :Cooperation as the learner brainstorm aspects of modern nationalism in Africa.

Pertinent and Contemporary Issues (PCIs):
Social -economic and environmental issues
- Safety and security. as learner brainstorm aspects of modern nationalism in Africa
- Non -violent conflict resolution as the learner discuss challenges facing modern African nationalism
- Ethical/racial relations and diversities as a learner demonstrates best practices of modern African Nationalism in daily interactions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Themes in African History and Citizenship	**2.5 Global wars on Africa** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) Explore how the global wars affected Africa; b) Apply lessons learnt from the global wars for posterity; c) Desire to discourage global wars for sustainable peace	The learner is guided to: ● Brainstorm examples of global wars, ● Research using digital devices, or locally available resources the economic, social and political effects of global wars on Africa (World 1 and 2), Cold war, Gulf war, Russia and Ukraine); Present findings in class ● Share experiences on strategies of avoiding negative lessons learnt from global wars ● Design on charts/ posters ways of discouraging negative lessons learnt from the global wars ● Compose songs/ poems on discouraging global wars for sustainable peace.	Which strategies can UN applies to discourage global wars?

Core Competencies to be developed:

- Learning to learn: skill of Working collaboratively as the learners research using digital devices, or locally available resources the economic, social and political effects of global wars on Africa (World 1 and 2), Cold war, Gulf war, Russia and Ukraine); Present findings in class

• Citizenship: national and cultural identity skill as the learner share experiences on strategies of avoiding negative lessons learnt from global war.
Values:
• Peace: Love as the learner compose songs/ poems on discouraging global wars for sustainable peace.
• Love: compassion as the learner shares experiences on strategies of avoiding negative lessons learnt from global wars.
Pertinent and Contemporary Issues (PCIs):
Citizenship Education: Peace Education-ways of promoting peace as the learner composes songs/ poems on discouraging global wars for sustainable peace.

SUGGESTED ASSESSMENT RUBRIC FOR STRAND 2.0-AFRICAN THEMES

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the factors which led to transition from migratory to sedentary lifestyle by early humans;	Learner describes all factors which led to transition from migratory to sedentary lifestyle by early humans;	Learner describes of the factors which led to transition from migratory to sedentary lifestyle by early humans;	Learner describes the factors which led to transition from migratory to sedentary lifestyle by early humans leaving out some factors.	Learner describes the factors which led to transition from migratory to sedentary lifestyle by early humans leaving out major factors
Ability to analyse advancements that took place during the Neolithic revolution;	Learner analysis advancements that took place during the Neolithic revolution	Learner analysis advancements that took place during the	Learner analysis advancements that took place during the Neolithic revolution	Learner analysis advancements that took place during the Neolithic revolution

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
	giving wide range details.	Neolithic revolution giving most details;	leaving out some details.	leaving out major details
Ability to examine the contributions of Neolithic revolution to the modern society;	Learner examines the major contributions of Neolithic revolution to the modern society	Learner examines most of the contributions of Neolithic revolution to the modern society;	Learner examines the contributions of Neolithic revolution to the modern society leaving out some details	Learner examines the contributions of Neolithic revolution to the modern society leaving out major details
Ability to classify the characteristics of contemporary pastoralism in reference to selected communities in Africa;	Learner classifies all the characteristics of contemporary pastoralism in reference to selected communities in Africa;	Learner classifies major the characteristics of contemporary pastoralism in reference to selected communities in Africa;	Learner classifies some the characteristics of contemporary pastoralism in reference to selected communities in Africa ;	Learner classifies limited the characteristics of contemporary pastoralism in reference to selected communities in Africa;
Ability to propose solutions to challenges facing contemporary pastoralism in Africa	Learner proposes solutions to challenges facing contemporary pastoralism in Africa in detail.	Learner proposes most of solutions to challenges facing contemporary pastoralism in Africa	Learner proposes solutions to challenges facing contemporary pastoralism in Africa omitting some solutions	Learner proposes solutions to challenges facing contemporary pastoralism in Africa omitting major solutions

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability examine the development of selected early civilizations in Africa	learner examines the development of selected early civilizations in Africa with much details	learner examines the development of selected early civilizations in Africa	learner examines the development of some selected early civilizations in Africa	learner examines the development of few selected early civilizations in Africa
Ability to locate the selected early civilizations	Learner locates all the selected early civilizations with detailed descriptions	Learner locates the selected early civilizations	Learner locates some selected early civilizations	Learner locates a few of the selected early civilizations
Ability to analyse the contribution of ancient African civilizations to modern society	Learner analysis the contribution of ancient African civilizations to modern society with examples	Learner analysis the contribution of ancient African civilizations to modern society	Learner analysis the contribution of some ancient African civilizations to modern society with	Learner analysis the contribution of a few ancient African civilizations to modern society
Ability to discuss the significance of the Berlin conference in relation to scramble for and partition of Africa;	Learner discusses the significance of the Berlin conference in relation to scramble for and partition of Africa giving all details	Learner discusses the significance of the Berlin conference in relation to scramble for and partition of Africa.	Learner discusses the significance of the Berlin conference in relation to scramble for and partition of Africa leaving minor details.	Learner discusses the significance of the Berlin conference in relation to scramble for and partition of Africa leaving out most details.

Level / Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to evaluate how key players determined the colonization of Africa;	Learner evaluates how all the key players determined the colonization of Africa;	Learner evaluates how key players determined the colonization of Africa;	Learner evaluates how some key players determined the colonization of Africa.	Learner evaluates how a key player determined the colonization of Africa.
Ability to discern the extent to which different reasons influenced colonisation of Africa.	Learner discern the extent to which all the different reasons influenced colonisation of Africa.	Learner discern the extent to which different reasons influenced colonisation of Africa.	Learner discern the extent to which some different reasons influenced colonisation of Africa.	Learner discern the extent to which one of the different reasons influenced colonisation of Africa.
Ability to justify why it was inevitable to end colonialization of Africa to promote a sense of nationalism	Learner justifies in details why it was inevitable to end colonialization of Africa to promote a sense of nationalism	Learner justifies why it was inevitable to end colonialization of Africa to promote a sense of nationalism	Learner justifies some why it was inevitable to end colonialization of Africa to promote a sense of nationalism	Learner justifies why it was inevitable to end colonialization of Africa to promote a sense of nationalism
Ability to draw lessons from key leaders who contributed to nationalism in African countries,	Learner draws lessons from key leaders who contributed to nationalism in African countries in varied contexts.	Learner draws lessons from key leaders who contributed to nationalism in African countries,	Learner draws some lessons from key leaders who contributed to nationalism in African countries,	Learner draws very few lessons from key leaders who contributed to nationalism in African countries,

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to illustrate best practices that have been adopted by African nations to strengthen nationalism,	Learner illustrates best practices that have been adopted by African nations to strengthen nationalism in details,	Learner illustrates best practices that have been adopted by African nations to strengthen nationalism.	Learner illustrates best practices that have been adopted by African nations to strengthen nationalism omitting some details.	Learner illustrates best practices that have been adopted by African nations to strengthen nationalism omitting most details.
Ability demonstrate the best practices of modern African Nationalism in daily interactions	Learner demonstrates the best practices of modern African Nationalism in daily interactions with ease	Learner demonstrates the best practices of modern African Nationalism in daily interactions	Learner demonstrates most best practices of modern African Nationalism in daily interactions	Learner demonstrates some best practices of modern African Nationalism in daily interactions
Ability to explore how the global wars affected Africa;	Learner explores all major ways how the global wars affected Africa;	Learner explores ways how the global wars affected Africa;	Learner explores some of the ways how the global wars affected Africa;	Learner explores very ways how the global wars affected Africa;
Ability to apply lessons learnt from the global wars for posterity;	Learner applies positive and negative lessons learnt from the global wars for posterity;	Learner applies most positive and negative lessons learnt from the global wars for posterity;	Learner applies some lessons learnt from the global wars for posterity.	Learner applies limited lessons learnt from the global wars for posterity.

STRAND 3.0 INTERNATIONAL THEMES IN HISTORY AND CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 International themes	**3.1 Great revolutions** - *French* (8 lessons)	By the end of the sub-strand, the learner should be able to: a) classify the causes of the French revolutions b) explain the significance of the French revolution to world economies, c) design the best practices from the French revolution in daily interactions, d) appreciate the significance of the French revolution to the world economies today.	The learner is guided to: ● brainstorm on the classification of causes of the French revolution, ● use the library resources find out the significance of the French revolution and present in class, ● investigate using locally available resources to identify the best practices from the French revolution and share findings in class, ● write an essay on the significance of the French revolution in society today.	What lessons do we learn from the French revolution?
Core Competencies to be developed: Learning to learn: carrying out research skill as the learner finds out the significance of the French revolution. a Citizenship as the learners identify best practices to do their responsibilities as citizens.					

Values:
- Social Justice: freedom as the learners discuss how the lowly in society received their rights.
- Responsibility:Self drive as the learner carries out their various responsibilities in researching.

Pertinent and Contemporary Issues (PCIs):

Citizenship Education - Equity and non discrimination as learner appreciate the need to share the resources we have with one another.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 International themes	**3.2 International organisations** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) enumerate the significance of different types of international organisations; b) examine factors that strengthen ties among commonwealth countries; c) illustrate opportunities and challenges facing commonwealth nations; d) appreciate the significance of different types of international organisations.	The learner is guided to: • brainstorm the significance of different types of international organisations and exchange ideas, • discuss the factors that strengthen ties among commonwealth countries and use charts to present summary points, • carry out a research using print or digital materials to find out opportunities and challenges facing commonwealth nations, • create messages for sharing in different forums on the significance of different types of international organisations.	1. Why are key values important for sustainable relations among commonwealth nations? 2. Which activities can promote strong ties in international organisations?

Core Competencies to be developed:
- Learning to learn-the skill of sharing learnt knowledge as the learner discuss the factors that strengthen ties among commonwealth countries and use charts to present summary points;
- Critical thinking and problem solving as the learner will develop skill of analysis when carrying out research using print or digital materials to find out opportunities and challenges facing modern commonwealth nations.

Values:
- Unity: cooperation as the learner brainstorms with others on the factors that strengthen ties among commonwealth countries;
- Respect: international consciousness as the learner composes messages for sharing in different forums on the significance of different types of international organisations.

Pertinent and Contemporary Issues (PCIs)
Citizenship Education: Promoting Social cohesion as the learner expresses the important finding strategies for opportunities and challenges facing modern commonwealth nations;

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 International Themes	**3.2 Modern Slavery and Servitude** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) discuss various forms of slavery and servitude in the modern world, b) assess the factors that cause slavery and servitude in the modern world, c) illustrate ways in which governments and civil society collaborate to end slavery and servitude in the society today, d) elaborate the roles of abolitionists movements in the modern society, e) appreciate the need to free the world from slavery and servitude.	The learner is guided to: ● brainstorm on the difference between slavery and servitude and present in class. ● Use the library to research on various forms of slavery and servitude and share in class, ● use digital device discuss on factors causing slavery and servitude in the modern world ● engage with a resource person to establish ways in which governments and civil society collaborate to end slavery and servitude, ● debate on the roles of abolitionists movements	What can you do to end slavery and servitude in the world?

			in the modern society and exchange views, ● compose a song/poem and sing/recite on the need to free the world from slavery and servitude.	

Core Competencies to be developed:
- Critical thinking and Problem solving: the skill of Interpretation and inference as learner research on possible solutions to end slavery and servitude,
- Self-Efficacy: Skill of effective communication skills as learner write an essay on possible solutions to end slavery and servitude

Values:
Respect: Human dignity as the learner appreciates the need to end slavery and servitude.

Pertinent and Contemporary Issues (PCIs):
Social awareness skills as the learner compose a song/poem and sing/recite on possible solutions to end slavery and servitude and sing in school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 International themes	**3.4 Global Governance** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the guiding principles for global governance for a sustainable society, b) illustrate key areas in global governance that guarantee a stable global trends, c) examine the importance of global governance, d) explore emerging issues and possible opportunities in global governance, e) recognise the importance of good global governance.	The learner is guided to: • role play the guiding principles of global governance, • prepare slogans on key areas in global governance and display in main points, • use digital or print media to research on the importance of global governance and share, • engage with a resource person to find out the emerging issues and opportunities in global governance (environmental, technological, political, economic and social)and present the findings,	1. Which activities are significant in promoting global governance? 2. What is the role of UN in fostering global governance?

			• compose a poem and recite on the importance of good global governance	

Core Competencies to be developed:
- Communication and collaboration as the learner acquire skills of interaction through role play ton he guiding principles of global governance;
- Learning to learn as the learner acquires skills of sharing new information as they prepare slogans on key areas in global governance and display

Values:
- Responsibility: determination as the learner carefully uses digital or print media to research on the importance of global governance and share,
- Respect: open mindedness as the learner participates in engaging with a resource person to find out the emerging issues and opportunities in global governance (environmental, technological, political, economic and social)and present the findings.

Pertinent and Contemporary Issues (PCIs):

Citizenship Education
- Good governance as the learner acquires attributes of good governance through role play on the guiding principles of global governance,
- Prevention of global warming as the learner compose a poem and recite on the importance of good global governance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 International themes	**3.5 The 1ST Industrial revolution** **(8 Lessons)**	By the end of the sub-strand, the learner should be able to: a) compare the factors that led to industrial revolution in Britain and USA, b) discuss impacts of the 1st industrial revolution on Africa, c) appraise measures taken to address the impact of 1st industrial revolution on Africa, d) recognize the measures taken by the Africans to address the impact of 1st industrial revolution on Africa.	The learner is guided to: • brainstorm briefly, the characteristics of industrial revolution, • discuss the factors that led to 1st industrial revolution in Britain and USA, • use digital or print media to research on impacts (*positive and negative social, economic and political*) of the 1st industrial revolution on Africa, • watch a video clip or a documentary on measures taken to address the impact of 1st industrial revolution on Africa then discuss in class • compose songs/poems/ messages to elaborate on	1. How did the 1st industrial revolution underdeveloped Africa? 2. How did the 1st industrial revolution contribute to colonization in Africa?

			measures taken to address the impact of 1st industrial revolution on Africa then discuss in class	

Core Competencies to be developed:
- Self-efficacy: Effective communication skills the learner discuss the factors that led to 1st industrial revolution in Britain and USA
- Creativity and imagination: making observations as the learner generates new ideas through composing songs/poems/ messages to elaborate on measures taken to address the impact of the 1st industrial revolution on Africa.

Values:
- Responsibility: Self-drive as the learner engage in assigned roles and duties by composing songs/poems/ messages to elaborate on measures taken to address the impact of 1st industrial revolution on Africa then discuss in class
- Unity: cooperation as the learner displays team spirit as they discuss the factors that led to 1st industrial revolution in Britain and USA

Pertinent and Contemporary Issues (PCIs):
Citizenship Education - Equity and non-discrimination: As the learner search for information on the social impact of the 1st industrial revolution

SUGGESTED ASSESSMENT RUBRIC ON INTERNATIONAL THEMES

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to illustrate key areas in global governance	Learner illustrates key areas in global governance using different contexts	Learner illustrates key areas in global governance	Learner illustrates key areas in global governance using some different contexts.	Learner illustrate key areas in global governance using minimal contexts.
Ability to examine the importance of global governance	Learner examines the importance of global governance in details	Learner examines the good importance of global governance	Learner examine the importance of global governance and omits some details	Learner examines the importance of global governance and omits major details.
Ability to explore emerging issues and possible opportunities in global governance	Learner explores emerging issues and possible opportunities in global governance in varied contexts.	Learner explores emerging issues and possible opportunities in global governance	Learner explores some emerging issues and possible opportunities in global governance	Learner explores very few emerging issues and possible opportunities in global governance
Ability to compare the factors that led to industrial revolution in Britain and USA,	Learner compares all the factors that led to industrial revolution in Britain and USA	Learner compares the factors that led to industrial revolution in Britain and USA.	Learner compares the factors that led to industrial revolution in Britain and USA omitting some factors.	Learner compares the factors that led to industrial revolution in Britain and USA omitting most factors.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss impacts of the 1st industrial revolution on Africa,	Learner discusses impacts of the 1st industrial revolution on Africa in a variety of context	Learner discusses impacts of the 1st industrial revolution on Africa.	Learner discusses impacts of the 1st industrial revolution on Africa omitting some context.	Learner discusses impacts of the 1st industrial revolution on Africa leaving out major context.
Ability to appraise measures taken to address the impact of 1st industrial revolution on Africa,	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa in details	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa leaving out some context	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa leaving out most context
Ability to appraise measures taken to address the impact of 1st industrial revolution on Africa,	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa in details	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa leaving out some context	Learner appraises measures taken to address the impact of 1st industrial revolution on Africa leaving out most context
Ability to enumerate the significance of different types of	The learner enumerates the significance of different types of international	The learner enumerates the significance of different types of	The learner numerates the significance of different types of	The learner enumerates the significance of different types of international

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
international organisations;	organisations citing all examples.	international organisations.	international organisations omitting some examples	organisations omitting most examples
Ability to examine factors that strengthen ties among commonwealth countries;	The learner examines all factors that strengthen ties among commonwealth countries.	The learner examines factors that strengthen ties among commonwealth countries.	The learner examines some factors that strengthen ties among commonwealth countries;	The learner examines very few factors that strengthen ties among commonwealth countries;
Ability to classify the causes of the French revolutions	Learner classifies the causes of the French revolutions and explains	Learner classifies the causes of the French revolutions	Learner classifies most of the causes of the French revolutions	Learner classifies some of the causes of the French revolutions
Ability to explain the significance of the French revolution to world economies	learner explains the significance of the French revolution to world economies and gives examples	learner explains the significance of the French revolution to world economies	learner explains some significance of the French revolution to world economies	learner explains a few significance of the French revolution to world economies
Ability to demonstrate the best practices from	Learner demonstrates the best practices from the French revolution in	Learner demonstrates the best practices from	Learner demonstrates most of the best practices	Learner demonstrates some of the best practices from the

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
the French revolution in daily interactions	daily interactions with ease.	the French revolution in daily interactions	from the French revolution in daily interactions	French revolution in daily interactions
Ability to discuss various forms of slavery and servitude in the modern world.	Learner discusses all forms of slavery and servitude in the modern world, giving detailed examples .	Learner discusses forms of slavery and servitude in the modern world	Learner discuss forms of slavery and servitude in the modern world omitting some examples	Learner discusses forms of slavery and servitude in the modern world omitting most examples
Ability to assess the factors that cause slavery and servitude in the modern world.	Learner assess the factors that cause slavery and servitude in the modern world citing specific incidences.	Learner assess the factors that cause slavery and servitude in the modern world.	Learner assess some factors that cause slavery and servitude in the modern world.	Learner assess a few factor that cause slavery and servitude in the modern world.
Ability to illustrate ways in which governments and civil society collaborate to end slavery and servitude in the society today,	Learner illustrates ways in which governments and civil society collaborate to end slavery and servitude in the society today, giving major points.	Learner illustrates ways in which governments and civil society collaborate to end slavery and servitude in society today.	Learner illustrates ways in which governments and civil society collaborate to end slavery and servitude in the society	Learner illustrates ways in which governments and civil society collaborate to end slavery and servitude in the society today omitting example major points

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
			today,omitting some points.	
Ability to elaborate roles of abolitionists movements in the modern society,	Learner elaborates in detail roles of abolitionists movements in the modern society,	Learner elaborates roles of abolitionists movements in the modern society,	Learner elaborates some roles of abolitionists movements in the modern society,	Learner elaborates few roles of abolitionists movements in the modern society,

STRAND 4.0: CONTEMPORARY THEMES IN HISTORY AND CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Contemporary Themes	**4.1 Peace and Conflict transformations in Kenya** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify national activities that contribute peace in Kenya for harmonious living. b) examine ways in which the Constitution (2010) strives to prevent conflicts in Kenya; c) deduce incidences where the constitution has been applied to foster peace and curb conflicts in a community;	The learner is guided to: • hold a discussion to identify national activities that are used to promote peace in Kenya and share in class, • engage a resource person/watch a documentary/watch a video clip on ways in which the Constitution (2010) strives to prevent conflicts in Kenya, • research on incidences where the constitution has been applied to foster peace and curb conflicts in a community and summarise main points on charts/posters	1. What are the benefits of a peaceful nation? 2. How do you promote peace and conflict transformation in the community?

		d) desire to uphold peace and curb conflicts in Kenya.	• role play how to uphold peace and curb conflicts in Kenya in different situation.	

Core Competencies to be developed:
- Critical thinking and problem solving: active listening and communication skill as the learner participates hold a discussion to identify   national activities that are used to   promote peace in Kenya and share in class
- Communication and collaboration: Listening skill as the learner engage a resource person on ways in which the Constitution (2010) strives to prevent conflicts in Kenya;

Values:
- **Responsibility:** Diligence as the learner researches on incidences where the constitution has been applied to foster peace and curb conflicts in a community and summarise main points on charts/posters
- **Respect :** as the learner shares information through role play how to uphold peace and curb conflicts in Kenya in different situation.

Pertinent and Contemporary Issues (PCIs):
Citizenship Education;
- Social cohesion as the learner holds a discussion to identify   national activities that are used to   promote peace in Kenya and share in class;
- Peace education: as the learner acquires attributes of promoting peace through engaging a resource person/watch a documentary/watch a video clip on ways in which the Constitution (2010) strives to prevent conflicts in Kenya;

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Contemporary Themes	**4.2 The 4th industrial and technologies revolution** (9 lessons)	By the end of the sub-strand, the learner should be able to: a) trace the technological advancements in the 4th generation, b) analyse the role of information and communication technology in the 4th generation, c) discuss the impact of technology in the 4th generation, d) exploit the opportunities provided by the 4Th Industrial revolution for promotion of growth and sustainability in the society	The learner is guided to: • use digital or print resources to trace the technological advancements in the 4th Industrial revolution and share in class • engage a resource person in a discussion on the role of ICT in the 4th Industrial revolution • debate on the impact of technology in the 4th Industrial revolution in Africa • create an online platform that can enhance communication, financial interactions and sharing of ideas within the school community	1. What are the benefits of the 4th generation technologies? 2. How has technology revolutional acquisition of historical information?

		e) appreciate the importance of technology in life	• Create a gallery in class to showcase the technological advancements in the society	

Core Competencies to be developed:
- Critical and problem solving: The skill of active listening and communication as the learner debate on the impact
- Digital Literacy: The skill of creating using Technology skills as the learner create an online platform

Values:
- Respect: Open mindedness as the learner debate on the impact of Technology
- Integrity : Accountability as the learner create the online platform

Pertinent and Contemporary Issues (PCIs):
- Safety and security; online safety as the learner create and interact on the online platform
- Financial literacy as the learner engage in financial interactions on the online platform

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Contemporary themes	**4.3**. **Equity and non-discrimination** (8 lessons)	By the end of the sub strand the learner should be able to: a) analyse factors that promote equity and non-discrimination in the society b) identify historical injustice in the society that promote inequality and discrimination c) develop measures that promote equity and non-discrimination in the society d) desire to promote equity and non-discrimination in the society	Learner is guided to: • discuss the factors that promote equity and non-discrimination and present in class • use print or digital resources to research on historical injustice in the society that promote inequality and discrimination and write a report • use flashcards/charts to develop measures that promote equity and discrimination in the society and display them in class • involve learners to participate on activities that curb inequity and	How can we eradicate inequality and discrimination in society?

			discrimination in the society	

Core Competencies to be developed:
- Critical Thinking and Problem Solving: researching skill as the learner use print or digital resources to research on historical injustice in the society that promote inequality and discrimination and write a report
- Communication and Collaboration: teamwork skill the learner brainstorm the factors that promote equity and non-discrimination and present in class

Values:
- **Respect:** patience as the learner brainstorm the factors that promote equity and non-discrimination and present in class appreciating each other's opinion
- Unity: inclusion as the learner use flashcards/charts to develop measures that promote equity and discrimination in the society and display them in class

Pertinent and Contemporary Issues (PCIs):
Social-economic and environmental issues
- Online safety: as the learner use digital resources to research on historical injustice in the society that promote inequality and discrimination.
Citizenship Education
- Social cohesion: as the learner participate on activities that curb inequality and discrimination in the society

SUGGESTED ASSESSMENT RUBRIC ON CONTEPORARY THEMES

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify national activities that contribute to peace in Kenya for harmonious living.	Learner identifies varies national activities that contribute peace in Kenya	Learner identifies national activities that contribute to peace in Kenya.	Learner identifies some national activities that contribute to peace in Kenya for harmonious living.	Learner identifies national activities that contribute to peace in Kenya for harmonious living.
Ability to examine ways in which the Constitution (2010) strives to prevent conflicts in Kenya;	Learner examines ways in which the Constitution (2010) strives to prevent conflicts in Kenya in detail.	Examines ways in which the Constitution (2010) strives to prevent conflicts in Kenya;	Examine s some ways in which the Constitution (2010) strives to prevent conflicts in Kenya;	Examine a way in which the Constitution (2010) strives to prevent conflicts in Kenya;
Ability to deduce incidences where the constitution has been applied to foster peace and curb conflicts in a community.	Deduces incidences where the constitution has been applied to foster peace and curb conflicts giving all examples.	Deduces incidences where the constitution has been applied to foster peace and curb conflicts.	Deduce some incidences where the constitution has been applied to foster peace and curb conflicts.	Deduce very few incidences where the constitution has been applied to foster peace and curb conflicts.
The ability to trace the technological advancements in the	Learner traces the technological advancements in the	Learner traces the technological advancements in the	Learner traces most technological advancements in the	Learner trace the technological advancements in the

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
4th Industrial revolution	4th industrial revolution giving examples	4th industrial revolution	4th industrial revolution	4th industrial revolution omitting generations
The ability to explore the technological advancements in the 4th industrial revolution	explores the technological advancements in the 4th Industrial revolution giving examples	explores the technological advancements in the 4th industrial revolution	explores most technological advancements in the4th industrial revolution	explores some technological advancements in the industrial revolution
The ability to analyse the role of information and communication technology in the 4th Industrial revolution	analyses the role of information and communication technology in the 4th Industrial revolution in all aspects with detailed description	analyses the role of information and communication technology in the 4th Industrial revolution in all aspects	analyses the role of information and communication technology in the 4th Industrial revolution in most aspects	analyses the role of information and communication technology in the 4th Industrial revolution in some aspects
Ability to identify historical injustice in the society that promote inequality and discrimination	Identifies all historical injustice with explanations in the society that promote inequality and discrimination	Identifies historical injustice in the society that promote inequality and discrimination	Identifies some historical injustice in the society that promote inequality and discrimination	Identifies very few historical injustices in the society that promote inequality and discrimination

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to develop measures that promote equity and non-discrimination in the society	Develops all measures that promote equity and non-discrimination in the society	Develops measures that promote equity and non-discrimination in the society	Develops some measures that promote equity and non-discrimination in the society	Develops a few measures that promote equity and non-discrimination in the society.

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

Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Non formal activities
1.0 **Themes in Kenyan History and Citizenship** (63 Lessons)	1.1 Linguistic groups in Kenya **(10 Lessons)**	a) Oral Questions b) Written tests c) Observation d) Rubrics e) Portfolio assessment	• Approved textbooks and other printed resources • Digital resources • Library • Display boards • Resource persons • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Creating posters on careers in History and Citizenship • Engage a resource person on careers associated with History and Citizenship
	1.2 Establishment of colonial rule **(12 Lessons)**	a) Oral questions b) Written tests c) Observation d) Portfolio assessment e) Rubrics	• Digital resources • Approved text books and other printed resources • Library resources • Charts • Resource person	• Engage a resource person on careers • Engage with a role model for History and Citizenship career mentorship • Engage in job shadowing in

			• UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	History and Citizenship career prospect • Incubate entrepreneurial ideas in History and Citizenship
	1.3 The Constitution of Kenya (2010) **(8 Lessons)**	a) Oral questions b) Written tests c) Observation d) Portfolio assessment e) Rubrics	• Digital resources • Approved text books and other printed resources • Library resources • Charts • Resource person • UNESCO-General History of Africa Volumes	• Engage a resource person on careers • Engage with a role model for History and Citizenship career mentorship • Engage in job shadowing in History and Citizenship career prospect • Incubate entrepreneurial ideas in History and Citizenship

	1.4 Political developments and challenges since independence (10 Lessons)	a) Oral questions b) Written tests c) Observation d) Portfolio assessment e) Rubrics	• Digital resources • Approved text books and other printed resources • Library resources • Charts • Resource person • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Engage a resource person on careers • Engage with a role model for History and Citizenship career mentorship • Engage in job shadowing in History and Citizenship career prospect • Incubate entrepreneurial ideas in History and Citizenship
	1.5 Elections in Kenya (15 Lessons)	a) Oral questions b) Written tests c) Observation d) Portfolio assessment e) Rubrics	• Digital resources • Approved text books and other printed resources • Library resources • Charts • Resource person • UNESCO-General History of Africa Volumes	• Engage a resource person on careers • Engage with a role model for History and Citizenship career mentorship • Engage in job shadowing in History and

			• History of Africa documentaries by Zeinab Badawi	Citizenship career prospect • Incubate entrepreneurial ideas in History and Citizenship
	1.6 National integration **(8 Lessons)**	a) Oral questions b) Written tests c) Observation d) Portfolio assessment e) Rubrics	• Digital resources • Approved text books and other printed resources • Library resources • Charts • Resource person • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Engage a resource person on careers • Engage with a role model for History and Citizenship career mentorship • Engage in job shadowing in History and Citizenship career prospect • Incubate entrepreneurial ideas in History and Citizenship
2.0 **Themes in African History and Citizenship**	**2.1. Human Developments in Africa**	a) Oral questions b) Written tests c) Observation	• Maps • Digital resources • Approved text books and other printed resources	• Composing and singing songs or poems on Africa as

(48 Lessons)	**(10 Lessons)**	d) Portfolio assessment e) Rubrics	• Library resources • Museums • Artefacts • Fossils • Casts • Archaeological sites • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	birth place of humankind • creating posters or communication messages or videos on Africa as birth place of humankind
	1.2. African Civilizations upto 19th Century **(10 Lessons)**	a) Oral questions b) Observations c) Written tests d) Project work e) Portfolio assessment f) Rubrics	• Digital resources • Map of Africa • Internet resources • Approved text books and other printed resources • Museums • Artefacts • Fossils • Casts • Archaeological sites	• Visit a Museum/Pre-historic site • Organise an internal symposium on the evolution of humankind

			• UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	
	2.3. Colonization of Africa **(10 Lessons)**	a) Oral questions b) Written tests c) Project Work d) Portfolio assessment e) Observation f) Rubrics	• Digital resources • Maps • Audio visual • Approved text books • Resource person • Museums • Artefacts • Fossils • Casts • Archaeological sites • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Take part in celebrating the African World Heritage Day on May, 5th • Model aspects of economic and cultural activities of early humans during the Stone Age period

	2.4 Modern Nationalism in Africa **(10 Lessons)**	a) Oral questions b) Written tests c) Project Work d) Portfolio assessment e) Observation f) Rubrics	• Digital resources • Maps • Audio visual • Approved text books • Resource person • Museums • Artefacts • Fossils • Casts • Archaeological sites • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Take part in celebrating the African World Heritage Day on May, 5th • Model aspects of economic and cultural activities of early humans during the Stone Age period
	2.5 Effects of global wars on Africa **(8 Lessons)**	a) Oral questions b) Written tests c) Project Work d) Portfolio assessment e) Observation f) Rubrics	• Digital resources • Maps • Audio visual • Approved text books • Resource person • Museums • Artefacts • Fossils	• Take part in celebrating the African World Heritage Day on May, 5th • Model aspects of economic and cultural activities

			• Casts • Archaeological sites • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	of early humans during the Stone Age period
3.0Themes in International history and citizenship	**3.1. Great revolutions** **(8Lessons)**	a) Oral questions b) Written tests c) Observation d) Project work e) Rubrics f) Portfolio assessment	• Charts • Digital resources • Approved text books • Audio visual • Maps • Museums • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Visiting a museum • Participate in the celebration of the International Day of the World's Indigenous Peoples on 9th August.
	3.2.International organisations **(8 Lessons)**	a) Project Work b) written tests c) oral questions d) Observation	• Charts • Maps • Audio visual • Digital resources	• Role play aspects of interaction between communities

		e) Rubrics f) Portfolio assessment	• Approved text books • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	
	3.3.Modern Slavery and servitude **(10 Lessons)**	a) Oral questions b) Written tests c) Observations d) Project work e) Rubrics f) Portfolio assessment	• Realia • Chart • Audio visual • Maps • Photographs • Digital resources • Approved text books • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Organise an exhibition on material and none material culture
	3.4 Global governance **(10 Lessons)**	a) Oral questions b) Observations c) Written tests d) Rubrics	• Chart • Audio visual • Maps • Digital resources	• Create awareness on the ills of slavery in the community

			• Approved text books • Posters • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	
	3.5 The 1st industrial revolution **(8 Lessons)**	a) Oral questions b) Observations c) Written tests d) Rubrics	• Chart • Audio visual • Maps • Digital resources • Approved text books • Posters • UNESCO-General History of Africa Volumes • History of Africa documentaries by Zeinab Badawi	• Organise a symposium abolition of Slavery and slave trade up to 19th Century
4.0 Contemporary Themes in	**4.1 Peace and conflict transformations**	a) Rubrics b) Written assessment c) Oral assessment d) Observation	• Approved text books and other printed resources • Online sources • Library resources	• Commemorate the Human Rights Day on 10th December

History and Citizenship	in Kenya (8 Lessons)	e) Portfolio assessment	• Charts • The Constitution of Kenya	
(25 Lessons)	4.2 The 4th industrial and technologies revolution (9 Lessons)	a) Rubrics b) Written assessment c) Oral assessment d) Observation e) Portfolio assessment	• Digital devices • Reference materials/online sources • The Constitution of Kenya • Resource person • Approved text books and other printed resources	• Compose a spoken word / poem on Human Rights laws and recite on AGMs, Talent Day and society meetings
	4.3 Equality and Non-Discrimination (8 Lessons)	a) Rubrics b) Oral Questions c) Written tests d) Observation e) Checklist f) Portfolio assessment	• Approved text books and other printed resources • The Constitution of Kenya • Online sources • Library resources • Charts	• Compose a spoken word / poem on Child Protection and recite on AGMs, Talent Day and society meetings

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