

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRIMARY EDUCATION SYLLABUS

Volume Two

SUBJECTS:

**MATHEMATICS, SCIENCE, SOCIAL STUDIES,
CHRISTIAN RELIGIOUS EDUCATION, HINDU
RELIGIOUS EDUCATION & ISLAMIC RELIGIOUS
EDUCATION**

**KENYA INSTITUTE OF EDUCATION
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INTRODUCTION

This syllabus is an improvement of the existing 8 – 4 – 4 education syllabus. It is available in two volumes. Volume one contains English, Kiswahili, Mother Tongue, Physical Education and Creative Arts. Volume two contains Mathematics, Science, Social Studies, Christian Religious Education, Islamic Religious Education and Hindu Religious Education.

In each subject both the general and the specific objectives have been clarified and the content spelt out specifically to give guidance to the users.

The issue of overload in the primary curriculum has been addressed by a reduction in the number of subjects and content in the different subject areas. The reorganization of the syllabuses has been done in such a way that mastery of the knowledge, skills and attitudes required at the end of the primary cycle is ensured.

The reduction of subjects and content is intended to ensure that the cost of education on both the Government and households is significantly reduced. In each subject area, the resources required for the implementation of the curriculum have been suggested. These resources can either be improvised or obtained from the local environment. Some teaching /learning experiences and assessment methods have also been suggested.

In order to be in line with the changing needs of society, the new primary school curriculum has incorporated vital emerging issues. These include, industrial transformation of the country, environmental education, health issues like drug abuse and HIV/AIDS pandemic, gender issues, human rights, child's rights, moral values and social responsibility.

The rationalization of the primary curriculum has resulted in some new learning areas. Music, Art and Craft have been integrated into one study area called **Creative Arts**. This has incorporated aspects of Drama, Home Science, Agriculture and Science have been integrated into the study area called **Science** – which also include aspects of technology and environmental education.

Geography History and Civics (GHC) - a combined course will now be taught as Social Studies. This includes environmental education, civic education and aspects of Business Education.

The English syllabus has now adopted a thematic approach to teach the various language skills. The themes are derived from things and situations that learners are likely to interact with every day life.

NAOMY W. WANGAI
DIRECTOR OF EDUCATION

NATIOINAL GOALS OF EDUCTION

Education in Kenya should:

1. Foster nationalism, patriotism and promote national unity

Kenya's people belong to different ethnic groups, races and religions, but these differences need not divided them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood, by removing conflicts and by 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 the changes in attitudes and relationships, which are necessary for the smooth process 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 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 adequate domestic manpower.

c. Technological and Industrial Needs

Education in Kenya should provide the learners with the necessary skills and attitude 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 deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equality and responsibility

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

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

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

7. Promote international consciousness and foster positive attitude 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 in 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 the youth the value for good health in order 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 to appreciate the need for a healthy environment.

OBJECTIVES OF PRIMARY EDUCATION IN KENYA

Primary Education should provide the learner with opportunities to:

1. Acquire literacy, numeracy, creativity and communication skills
2. Enjoy learning and develop desire to continue learning
3. Develop ability for critical thinking and logical judgement
4. Appreciate and respect the dignity of work
5. Develop desirable social standards, moral and religious values
6. Develop into a self-disciplined, physically fit and healthy person
7. Develop aesthetic values and appreciate own and healthy person
8. Develop awareness and appreciation of the environment
9. Develop awareness of and appreciation for the other nations and international community
10. Instill respect and love for own country and the need for harmonious co-existence
11. Develop individual talents
12. Promote social responsibility and make proper use of leisure time
13. Develop awareness and appreciation of the role of technology in national development.

SUBJECT TIME ALLOCATION

	Classes 1 – 3	Classes 4 – 8
1. English	5	7
2. Kiswahili	5	5
3. Mathematics	5	7
4. Science	2	5
5. Social Studies	2	5
6. Religious Education	2	3
7. Mother Tongue	5	—
8. Creative Arts	3	3
9. Physical Education	5	4
10. Pastoral Programmes	<u>1</u>	<u>1</u>
TOTAL	<u>35</u>	<u>40</u>

Note:

Lower Primary Classes will have 35 lessons of 30 minutes each.
Upper Primary Classes will have 40 lessons of 35 minutes each.

THE KENYA NATIONAL ANTHEM

1. O God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found with our borders
2. Let one and all arise
With hearts both strong and true
Service be our earnest endeavour
And our homeland of Kenya
Heritage of splendor
Firm may we stand to defend
3. Let all with one accord
In common bond united
Build this our nation together
And the glory of Kenya
The fruit of our labour
Fill every heart with thanksgiving

WIMBO WA TAIFA LA KENYA

1. Ed Mungu En Mungu yetu
Ilet Baka kwetu
Haki wa ng'aa na mihizi
Nakua anandugu
Aaminahuru
Rahutata anastawi
2. 2. Ake mndugu yetu
Tufanyosotibidii
Nasufuote kwa nguvu
Nduhyeteyi Kenya
Tunayipenda
Tutwataya kikimida
3. 3. Nafujenge taifa yetu
Ee, Ndio wajibu wetu
Kenya istahili heshima
Tutungamemikomo
Pamojaka zini
Kila sikikutwe anashukrani

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MATHEMATICS

INTRODUCTION

Mathematics equips the learner with knowledge and skills which assist in developing logical thinking, ability to apply the knowledge acquired, analyze situations and make rational decisions.

This syllabus is designed to meet the general objectives of teaching Mathematics in the primary schools. For each specific objective, there is corresponding content. These objectives will guide the teacher in the development of lesson objectives. In order to achieve the objectives of the syllabus, it is expected that concepts and skills will be developed practically.

The syllabus is presented in form of topics which are developed in such a way that the knowledge and skills acquired at one level become a prerequisite for the next level. Teachers should ensure that related topics are covered in the same order as given in the syllabus. They are also encouraged to make use of locally available materials. In some content areas, there are “**notes**” meant to enhance clarity.

The syllabus has suggested methods of assessment which teachers will find useful in establishing whether the set objectives have been achieved.

GENERAL OBJECTIVES

By the end of the course, the learner should be able to:

1. Acquire an understanding of numbers and numeration.
Specifically the learner should be able to:
 - a) Count and group objects
 - b) Recognize read and write
 - i. Decimal numbers
 - ii. Fractions
 - iii. Decimal fractions
 - iv. Roman numbers
 - c) Determine the order of two or more numbers by comparison
 - d) Use the idea of place value to extend the decimal numbers

2. Develop ability to perform the four basic operations
Specifically the learner should be able to:
 - a) Add, subtract, multiply and divide numbers
 - b) Use the relationship between operations to work out mathematical problems involving:
 - i. Addition and subtraction
 - ii. Addition and multiplication
 - iii. Multiplication and division
 - c) Identify and use relevant operations in everyday life

3. Develop skills in measurement, approximation and estimation.
Specifically, the learner should be able to:
 - a) Measure length, area, volume, capacity, mass, time, money and temperature
 - b) Convert one unit of measure to another of the same kind
 - c) Identify and use the appropriate unit of measure in a given situation
 - d) Solve mathematical problems involving various units of measure including speed and postal rates
 - e) Estimate measures of quantities as near to actual as possible
 - f) Approximate numbers by rounding off.

4. Develop spatial concepts and ability to use them
Specifically the learner should be able to:
 - a) Identify and categorize objects having regular and irregular shapes
 - b) Identify common properties of various shapes of objects in their environment
 - c) Apply spatial concepts in making
 - i. Geometrical constructions
 - ii. Drawings of maps and plans using suitable scales
 - d) Apply spatial concepts in everyday life in:
 - i. Laying out rectangular fields and circular tracks
 - ii. Planning a farm and planting seedlings according to required spacing
 - iii. Computing the area of a piece of land from a map

5. Acquire the techniques of collecting, representing and interpreting data
Specifically the learner should be able to:
 - a) Identify the relevant data required
 - b) Collect and record the data
 - c) Select the most effect way of representing the data
 - d) Tabulate and graph the data
 - e) Find the mean, mode and median of a given set of data
 - f) Read and interpret data
 - g) Use the information from tables and graphs to decide on the course of action.

6. Develop positive attitudes towards Mathematics and make good use of leisure time
Specifically the learner should be able to:
 - a) Discover and make patterns
 - b) Solve magic squares and other related puzzles
 - c) Make models and toys
 - d) Play mathematical games and participate in relevant activities such as rhymes and songs
 - e) Relate Mathematics to describe experiences in everyday life

7. Develop techniques of investigation and problem solving strategies
Specifically the learner should be able to:
 - a) Use a practical approach to develop mathematical concepts
 - b) Read and understand mathematical problems
 - c) Identify the correct operations and the sequence in which they should be carried out
 - d) Carry out operations
 - e) Check the accuracy of solution obtained

STANDARD ONE

1.0 NUMBERS

1.1 PRE-NUMBER

ACTIVITIES

1.2 Specific Objectives

By the end of the topic the learner
Should be able to:

- a) Group objects according to
- b) colour, shape, size and texture
- c) Pair and match objects
- d) Order groups of objects according to size

1.3 Content

- 1.3.1 Sorting, grouping and classifying.
- 1.3.2 Pairing and matching
- 1.3.4 Ordering and sequencing

2.0 WHOLE NUMBERS

2.1 Specific Objectives

By the end of the topic the learner

- a) Count numbers from 1 up to 99
- b) Order, read and write symbols from 0 up to 99
- c) Read and write numbers 1-9 in words
- d) Recognize and identify place value of one and tens
- e) Count and group in tens up to ninety.

2.2 Content

- 2.2.1 Counting
- 2.2.2 Writing numbers 1-9 in words
- 2.2.3 Place value
- 2.2.4 Reading and writing numbers
- 2.2.5 Counting and grouping in tens up to ninety.

Note

Zero is not a counting number and hence it should be introduced after the numeral for number nine

3.0 OPERATIONS

3.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out addition problems with sums up to 99 vertically and horizontally without carrying
- b) add up to single digit numbers without carrying
- c) Subtract numbers not exceeding 99 vertically and horizontally without borrowing
- d) add multiples of 10 up to 90
- e) subtract multiples of 10 not exceeding 90
- f) identify relationship between addition and subtraction
- g) develop and use patterns in addition and subtraction.

3.2 Content

- 3.2.1 Addition as putting together.
- 3.2.2 Basic addition facts.
- 3.2.3 Addition of up to 3 single digit numbers
- 3.2.4 Addition of numbers with sums not exceeding 99 without carrying
- 3.2.5 Addition of multiples of 10 with sums not exceeding 90.
- 3.2.6 Subtraction as taking numbers
- 3.2.7 Subtraction of 1- digit numbers from 2- digit numbers based on basic addition facts
- 3.2.8 Subtraction of 1- digit numbers from 2- digit numbers without borrowing
- 3.2.9 Subtraction of multiples of 10
- 3.2.10 Relationship between addition and subtraction
- 3.2.11 Number patterns in addition and subtraction.

Note

- i. For every addition fact there are two subtraction facts related to it
i.e

$$5 + 3 = 8$$

$$8 - 3 = 5$$

$$8 - 5 = 3$$

- ii. For number patterns, use simple sequences involving basic addition and subtraction facts.

4.0 MEASUREMENT**4.1 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) Compare and measure length using arbitrary units
- b) Compare mass of objects
- c) Compare capacity of containers
- d) Recognize, identify and use Kenya currency coins
- e) Recognize time and relate it to daily events and days of the week

4.2 Content

- 4.2.1 Direct comparison of length.
- 4.2.2 Measuring length using arbitrary units
- 4.2.3 Direct comparison of mass.
- 4.2.4 Kenya currency coins
- 4.2.5 Buying and selling
- 4.2.6 Direct comparison of capacity
- 4.2.7 Relating daily events to morning, noon, evening and night
- 4.2.8 Days of the week

5.0 GEOMETRY**5.1 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) recognize and identify straight and curved lines
- b) recognize and identify rectangular, triangular and circular shapes.

5.2 Content

- 5.2.1 Straight and curved lines
- 5.2.2 Rectangles, triangles and circles

STANDARD TWO

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 Specific Objectives

By the end of the topic the learner should be able to:

- a) Count, read and write numbers in symbols up to 999
- b) Recognize and identify place value up to hundreds
- c) Read and write numbers in words up to ninety nine

1.2 Content

- 1.2.1 Counting
- 1.2.2 Place value
- 1.2.3 Reading and writing numbers

2.0 OPERATIONS

2.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Add numbers up to sums not exceeding 999 with one carrying
- b) Subtract up to 3- digit number from up to a 3- digit number without borrowing
- c) Work out problems involving addition and subtraction using missing numbers
- d) Multiply numbers up to 5×5 through counting
- e) Multiply single digit numbers by 10 up to 9×10
- f) Divide numbers not exceeding 25 by numbers not exceeding 5 without a remainder
- g) Recognize and identify number patterns involving addition and subtraction

2.2 Content

- 2.2.1 Addition of up to three 3- digit numbers with one carrying
- 2.2.2 Addition involving missing numbers.
- 2.2.3 Subtraction of up to 3- digit numbers without borrowing.
- 2.2.4 Subtraction involving missing numbers
- 2.2.5 Multiplication as repeated addition.
- 2.2.6 Multiplication of single digit numbers by 10.
- 2.2.7 Division as equal sharing.
- 2.2.8 Number patterns in addition and subtraction

Note

- i. Develop the multiplication and division signs.
- ii. For number patterns use simple sequences involving basic addition and subtraction facts

3.0 MEASUREMENT

3.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize, identify and use the metre as a unit of measuring length
- b) measure mass and capacity using a fixed unit
- c) recognize, identify and use Kenya currency notes and coins upto sh.500
- d) work out addition and subtraction involving money in shillings and cents without carrying or borrowing
- e) list the days of the week and the months of the year in order.
- f) read and tell time by the hour

3.2 Content

- 3.2.1 The metre as a standard unit
- 3.2.2 Measuring length using the metre.
- 3.2.3 Measuring mass using arbitrary and fixed unit.
- 3.2.4 Measuring capacity using arbitrary and fixed unit
- 3.2.5 Kenya currency notes and coins
- 3.2.6 Addition and subtraction involving shillings and cents.
- 3.2.7 Shopping activities involving change and balance
- 3.2.8 Days of the week and months of the year.
- 3.2.9 Time by the hour

4.0 GEOMETRY

4.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Recognize and identify rectangles, squares, triangles, circles and ovals
- b) Trace and model shapes
- c) Make patterns using triangles, rectangles, squares and circles

4.2 Content

- 4.2.1 Rectangles, squares, triangles, circles and ovals
- 4.2.2 Tracing and modeling shapes
- 4.2.3 Patterns

STANDARD THREE

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 Specific Objectives

By the end of the topic the learner should be able to:

- a) count, read and write numbers in symbols up to 9999
- b) read and write numbers in without and with carrying with words up to 999
- c) recognize and identify place value up to thousands
- d) rank quantities according to Position from 1st to 10th

1.3 Content

1.3.1 Counting

1.3.2 Place value

1.3.3 Reading and writing numbers in words

1.3.4 Reading and writing numbers in symbols

1.3.5 Ordinal numbers

2.0 FRACTIONS

2.1 Specific Objective

By the end of the topic, the learner should be able to recognize, read and write fractions half, quarter and eighth as part of a whole and as part of a whole and as part of a group

2.2 Content

2.2.1 Fraction as part of whole

2.2.2 Fraction as part of group

3.0 OPERATIONS

3.1 WHOLE NUMBERS

3.2 Specific Objectives

By the end of the topic the learner should be able to:

- a) add up to three 3- digit numbers with and without carrying
- b) add up to two 4- digit numbers carrying with sums not exceeding 9999
- c) subtract up to 4- digit number up to 4- digit numbers without and borrowing
- d) multiply 2 single digit numbers vertically and horizontally
- e) recognize and identify division as repeated subtraction
- f) divide up to 2- digit number using basic multiplication facts
- g) identify the relationship between multiplication and division
- h) recognize and identify number patterns involving addition, subtraction and multiplication

3.3 Content

3.3.1 Addition of up to three 3- digit numbers

3.3.2 Addition of up to two 4- digit numbers

3.3.3 Subtraction of up to 4- digit numbers

3.3.4 Multiplication of 2 single digit numbers

3.3.5 Division as equal sharing and as repeated subtraction

3.3.6 Division of up to 2- digit numbers by single digit numbers

- 3.3.7 Relationship between multiplication and division
- 3.3.8 Number patterns in addition subtraction and multiplication

Note

- (i) Basic multiplication facts
Involve multiplication of
1 – digit number by
1 – digit number up to 9×9
- ii) For number patterns, use simple sequences involving basic addition, subtraction and multiplication facts

4.0 FRACTIONS

4.1 Specific Objective

By the end of the topic, the learner should be able to add and subtract fractions with the same denominators involving halves, quarters and eighths

4.2 Content

- 4.2.1 Addition and subtraction involving fractions.

5.0 MEASUREMENT

5.1 LENGTH

By the end of the topic, the learner should be able to:

- a) measure length in metres
- b) work out addition and subtraction involving length in metres
- c) Work out multiplication and division involving length in metres.

5.2 Content

- 5.2.1 Length in metres.
- 5.2.2 Addition and subtraction involving length in metres
- 5.2.3 Multiplication and division involving length in metres

Note

Division involving length in metres should be restricted to basic facts related to multiplication

6.0 MASS

6.1 Specific Objective

By the end of the topic, the learner should be able to recognize, identify and use kilogram as a unit of measuring mass

6.2 Content

- 6.2.1 Kilogram as a standard unit of measuring mass.
- 6.2.2 Measuring mass in kilograms

7.0 CAPACITY

7.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the litre as a unit of measuring capacity
- b) measure capacity in litres and half litres
- c) work out addition and subtraction involving litres and half litres

7.2 Content

- 7.2.1 Litre and half litre
- 7.2.2 Measuring capacity
- 7.2.3 Addition and subtraction involving litres and half litres

8.0 MONEY

8.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Recognize and identify one thousand shilling note
- b) Work out addition and subtraction involving money in shillings and cents without conversion
- c) Work out multiplication and division involving money in shillings and cents without conversion

8.2 Content

- 8.2.1 Shopping activities involving change and balance.
- 8.2.2 Addition and subtraction involving money
- 8.2.3 Multiplication and division involving money

Note

Division to involve basic multiplication facts

9.0 TIME

9.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Convert days into weeks and vice versa
- b) Work out addition and subtraction involving days and weeks with and without conversions
- c) Read, write and tell time in hours, half hours and quarter hours.

9.2 Content

- 9.2.1 Conversion of days into weeks and vice versa
- 9.2.2 Addition and subtraction involving time
- 9.2.3 Reading, writing and telling time.

Note

Develop the language of telling time using 'past' and 'to' the hour

10.0 GEOMETRY

10.1 Specific Objective

By the end of the topic, the learner should be able to make patterns involving squares, rectangles, circles and ovals.

10.2 Content

- 10.2.1 Making patterns involving different shapes

STANDARD FOUR

1.0 NUMBERS	2.2.2 Equivalent fractions 2.2.3 Comparing fractions
1.1 WHOLE NUMBERS	3.0 DECIMALS
1.2 Specific Objectives By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> a) Recognize and identify place value and total value up to ten thousands b) Read and write numbers in symbols and in words up to 99999 c) Obtain multiples and factors (divisors) of given numbers d) Recognize and identify numbers divisible by 2, 5 and 10 e) Recognize and identify even and odd numbers 	3.1 Specific Objectives By the end of the topic, the learner should be able to recognize and write decimals involving tenths and hundredths
1.3 Content	3.2 Content
1.3.1 Place value and total value	3.2.1 Place value of decimals
1.3.2 Reading and writing numbers in symbols and in words	3.2.2 The decimal notation
1.3.3 Multiples and factors (divisors) of numbers	4.0 OPERATIONS
1.3.4 Divisibility tests for 2, 5 and 10.	4.1 WHOLE NUMBERS
1.3.5 Odd and even numbers	4.2 Specific Objectives
2.0 FRACTIONS	By the end of the topic, the learner should be able to:
2.1 Specific Objectives	<ul style="list-style-type: none"> a) and up to 5- digit numbers without and with carrying b) subtract up to 5- digit numbers from up to a 5- digit numbers without and with borrowing c) multiply a 2- digit number by a 1- digit number without and with carrying d) multiply a 2- digit number by ten and multiples of ten and multiples of ten e) divide a 2- digit number by a 1 – digit number through repeated subtraction f) divide numbers with not more than 3- digits by up to 2- digit numbers without and with remainder g) recognize and identify number patterns involving basic operations
2.2 Content	
2.2.1 Fraction as part of a whole and part of a group.	

4.3 Content

- 4.3.1 Addition of up to 5- digit numbers
- 4.3.2 Subtraction of up to 5- digit numbers
- 4.3.3 Multiplication of a 2- digit number by a 1- digit number
- 4.3.4 Multiplication of a 2- digit number by ten and multiples of ten
- 4.3.5 Division of a 2- digit number by a 1- digit number through repeated subtraction.
- 4.3.6 Division of up to a 3- digit number by up to a 2- digit number
- 4.3.7 Number patterns involving basic operations

Note

- i) Develop the long form notation of division and relate it to repeated subtraction.
- ii) For number patterns, use simple sequences involving basic operations in whole numbers.

5.0 FRACTIONS

5.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) add and subtract fractions with the same denominator
- b) multiply a whole number by a fraction
- c) multiply a fraction by a whole number

5.2 Content

- 5.2.1 Addition of fractions with the same denominator
- 5.2.2 Multiplication of a whole number by a fraction
- 5.2.3 Multiplication of a fraction by a whole number

5.2 Content

- 5.2.1 Addition of fractions with the same denominator
- 5.2.2 Multiplication of a whole number by a fraction
- 5.2.3 Multiplication of a fraction by a whole number

6.0 DECIMALS

6.1 Specific Objective

By the end of the topic, the learner should be able to add and subtract decimals up to two decimal places

6.2 Content

- 6.2.1 Addition and subtraction of decimals

7.0 MEASUREMENT

7.1 LENGTH

7.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the centimeter as a unit of measuring length
- b) measure and estimate length in metres and centimeters
- c) convert metres to centimeters and vice versa
- d) work out addition and subtraction involving length in metres and centimeters
- e) work out multiplication and division involving length in metres and centimeters

7.3 Content

- 7.2.1 The centimeter as a unit of measuring length
- 7.3.2 measuring and estimate length in and metres
- 7.3.3 convert metres to centimeters and vice versa
- 7.3.4 Addition and subtraction involving length in metres and centimeters
- 7.3.5 Multiplication and division involving length in metres and centimeters

8.0 PERIMETER

8.1 Specific Objective

By the end of the topic the learner should be able to work out perimeter of squares and rectangles

8.2 Content

8.2.1 Perimeter as distance all round

8.2.2 Perimeter of squares and rectangles

9.0 AREA

9.1 Specific Objective

By the end of the topic, the learner should be able to compare and measure area of

9.2 Content

9.1 Direct comparison of surfaces

9.2 Area of squares and rectangles through counting in unit squares

9.3 Area of rectangles and squares as product of the number of rows and columns

Note

Develop the concept of area through tiling.

10.0 VOLUME

10.1 Specific Objective

By the end of the topic, the learner should be able to work out the volume of cubes and cuboids

10.2 Content

10.2.1 Volume of cubes and cuboids by piling.

10.2.2 Volume of cube and cuboids by counting unit cubes in a stack

Note

The stacks should be made using cubes and cuboids

11.0 CAPACITY

11.1 Specific Objectives

By the end of the topic, the learner should be able to:

- measure and estimate capacity to the nearest litre, half litre and quarter litre
- work out addition and subtraction involving litre, half litre and quarter litre

11.2 Content

11.2.1 Measuring and estimating capacity

11.2.2 Addition and subtraction involving litre, half litre and quarter litre

12.0 MASS

square and rectangles in square units.

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- measure and estimate mass to the nearest kilogram, half kilogram and quarter kilogram
- work out addition and subtraction involving mass in kilogram, half kilogram and quarter kilogram

12.2 Content

12.2.1 Measuring and estimating mass

12.2.2 Adding and subtracting mass in kilograms (kg), half kilogram ($\frac{1}{2}$ kg) and quarter kilograms($\frac{1}{4}$ kg)

13.0 MONEY

13.1 Specific Objectives

By the end of the topic, the learner should be able to:

- Convert shillings to cents and vice versa
- Work out basic operations involving money in shillings and cents
- Carry out shopping activities Involving change and balance

13.2 Content

- 13.2.1 Conversion of shillings to cents and vice versa
- 13.2.2 Operations involving shillings and cents
- 13.2.3 Shopping activities involving change and balance

14.0 TIME

14.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Recognize and identify a minute as a unit of measuring time
- b) Read and tell time to the minutes
- c) Convert units of time from one unit to another
- d) Work out problems involving the calendar in real life situations

14.2 Content

- 14.2.1 The minute as a unit of measuring time
- 14.2.2 Reading and telling time to the minute
- 14.2.3 Conversion of minutes to hours, hours to days, days to months and months to years and vice versa
- 14.2.4 The calendar

15.0 GEOMETRY

15.1 Specific Objectives

By the end of the topic the learner should be able to:

- a) recognize and identify the angle
- b) recognize and draw right angle using square corners
- c) recognize and identify acute and obtuse angles
- d) make patterns involving squares, rectangles and triangles

15.2 Content

- 15.2.1 The angle
- 15.2.2 The right angle
- 15.2.3 Comparison of angles
- 15.2.4 Acute and obtuse angles
- 15.2.5 Making patterns

16.0 ALGEBRA

16.1 Specific Objectives

By the end of the topic, the learner should be able to use letters to represent numbers

16.2 Content

- 16.2.1 Use of letters for numbers
- Use three column tables to include

17.0 TABLES AND GRAPHS

‘Number of items’.

17.1 Specific Objectives

By the end of the topic, the learner should be able to collect and record simple data in tables.

17.2 Content

- 17.2.1 Collection of data
- 17.2.2 Recording data
- 17.2.3 Making simple tables

Note

Use three column tables to include ‘quantity’ ‘Tally mark’ and ‘Number of items’

STANDARD FIVE

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Recognize and identify place value and total value up to hundreds of thousand
- b) Read and write numbers up to 999 999 in symbols and in words
- c) Round off numbers to the nearest ten and hundreds
- d) Recognize and identify numbers divisible by 3, 4, 7 and 9
- e) Recognize and identify prime numbers less than one hundred
- f) Determine the greatest common divisor (GCD) highest common factor (HCF) of up to three given numbers
- g) Determine the lowest common multiple (LCM) of up to 3 given numbers
- h) Recognize, read and write Roman numbers up to 50

1.3 Content

- 1.3.1 Place value and total value up to hundreds of thousands
- 1.3.2 Reading and writing numbers up to 999 999 in words and symbols
- 1.3.3 Rounding off numbers to the nearest tens and hundreds.
- 1.3.4 Divisibility tests for 3, 4, 6 and 9.
- 1.3.5 Prime numbers less than 100
- 1.3.6 Prime factors
- 1.3.7 Common divisors (factors)
- 1.3.8 Greatest common divisor (GCD)
- 1.3.9 Highest common factor (HCF)
- 1.3.10 Common multiples
- 1.3.11 Least common multiple (LCM)
- 1.3.12 Roman numbers up to 50.

Note

Operations involving Roman numbers should be avoided

2.0 FRACTIONS

2.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) simplify fractions by cancellations
- b) convert mixed numbers to improper fractions and improper fractions to mixed numbers

2.2. Content

- 2.2.1 Simplifying fractions by cancellation
- 2.2.2 Conversion of mixed numbers to improper fractions and vice versa

3.0 DECIMALS

3.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify decimals up to thousandths
- b) convert fractions to decimals and decimals to fractions

3.2 Content

- 3.2.1 Place value up to thousandths
- 3.2.2 Conversion of fractions to decimals
- 3.2.3 Conversion of decimals to fractions

Note

Conversion should not involve recurring decimals

4.0 OPERATIONS

4.1 WHOLE NUMBERS

4.2 Specific Objectives

By the end of the topic the learner should be able to:

- a) work out addition and subtraction involving up to 6-digit numbers
- b) multiply numbers by up to 2-digit numbers with product not exceeding 999 99
- c) divide a number with not more than 4 digits by a 2- digit number
- d) recognize and identify patterns involving even, odd and prime

4.3 Content

- 4.3.1 Addition and subtraction of up to 6- digit numbers
- 4.3.2 Multiplication of 3 single digit numbers
- 4.3.3 Multiplication by up to 2- digit numbers
- 4.3.4 Division of up to 4- digit numbers by 2- digit numbers with the divisor less than the dividend
- 4.3.5 Patterns involving even, odd and prime numbers.

Note

For number patters, use simple sequences involving even, odd and prime numbers.

5.0 FRACTIONS

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) Add and subtract two fractions using LCM
- b) Add and subtract tow mixed numbers using LCM
- c) multiply a mixed number by a whole number

5.2 Content

- 5.2.1 Addition and subtraction of two fractions involving renaming of one fraction
- 5.2.2 Addition and subtraction of two fractions involving renaming of both fractions
- 5.2.3 Addition and subtraction of mixed numbers
- 5.2.4 Multiplication of mixed numbers by whole numbers

6.0 DECIMALS

6.1 Specific Objectives

By the end of the topic, the learner should be able to:

- numbers a) add and subtract decimals up to 3 decimal places
- b) multiply decimals up to 3 decimal places by whole numbers

c)

6.2 Content

- 6.2.1 Addition and subtraction of decimals
- 6.2.2 Multiplications of decimals by whole numbers

7.0 MEASUREMENT

7.1 LENGTH

7.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) measure length to the nearest metre and centimetre
- b) recognize and identify kilometer as a unit of measuring length
- c) convert metres to kilometres and kilometers into metres
- d) work out the four basic operations involving length in kilometers, metres and centimeters
- e) work out perimeter of squares and rectangles

7.3 Content

- 7.3.1 Measuring length to the nearest metre and centimeter
- 7.3.2 Kilometre as a unit of measuring length
- 7.3.3 Conversion of metres to kilometers and vice versa
- 7.3.4 Addition and subtraction involving units of length
- 7.3.5 Multiplication and division involving units of length
- 7.3.6 Perimeter of squares and rectangles involving kilometers, metres and centimeters

8.0 AREA

8.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the square metre (m^2) and square
- b) work out area of squares, rectangles and triangles

8.2 Content

- 8.2.1 Square metre and square centimeter
- 8.2.2 Area of squares and rectangles using the formula
- 8.2.3 Finding area of a triangle as half of a rectangle practically

9.0 VOLUME

9.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the cubic centimeter (cm^3) as a unit of measuring volume
- b) work out volume of cubes and cuboids

9.2 Content

- 9.2.1 Cubic centimeter as a unit of measuring volume
- 9.2.2 Volume as a product of number of unit cubes in a layer by number of layers
- 9.2.3 Volume of cubes and cuboids using the formula

10.0 CAPACITY

10.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the millilitre (ml) as unit of measuring capacity
- b) measuring and estimate capacity in millilitres
- c) convert millilitres to litres and litres into millilitres
- d) work out addition and subtraction involving capacity in litres and millilitres
- e) work out multiplication and division involving capacity by whole numbers.

10.2 Content

- 10.2.1 Millilitre as a unit of measuring capacity
- 10.2.2 Estimating and measuring capacity in millilitres
- 10.2.3 Conversion of millilitres to litres and vice versa
- 10.2.4 Addition and subtraction involving capacity in litres and millilitres
- 10.2.5 Multiplication and division involving litres and millilitres by whole numbers

11.0 MASS

11.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the gram as a unit of measuring mass
- b) measuring and estimate mass to the nearest gram

- c) convert kilograms to grams and grams into kilograms
- d) work out addition and subtraction involving mass
- e) work out multiplication and division involving mass in kilograms and grams by whole numbers

11.2 Content

- 11.2.1 The gram as a unit of measuring mass
- 11.2.2 Measuring and estimating mass to the nearest gram
- 11.2.3 Conversion of kilograms to grams and vice versa
- 11.2.4 Addition and subtraction involving mass in kilograms and grams
- 11.2.5 Multiplication involving mass in kilograms and grams
- 11.2.6 Division involving mass in kilograms and grams by whole numbers

12.0 MONEY

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) prepare bills from given information
- b) read, interpret and work out problems involving postal charges

12.2 Content

- 12.2.1 Use of bills in buying and selling
- 12.2.2 Inland postal charges for letters and parcels

13.0 TIME

13.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) estimate time by shadows
- b) read, tell and write time in a.m and p.m
- c) recognize and identify the second as a unit of measuring time
- d) convert minutes to seconds and seconds to minutes
- e) work out addition and subtraction involving units of time
- f) work out multiplication and division involving units of time by whole numbers

13.2 Content

- 13.2.1 Estimating time by length of shadow
- 13.2.2 Reading, telling and writing time in a.m and p.m
- 13.2.3 The second as a unit of measuring time
- 13.2.4 Conversion of minutes to seconds and vice versa
- 13.2.5 Addition and subtraction involving time in hours, minutes and seconds
- 13.2.6 Multiplication and division involving units of time by whole numbers

14.0 GEOMETRY

14.1 Specific Objectives

By the end of the topic the learner should be able to:

- a) measure angles using the unit angle and the half disc
- b) recognize and identify the degree as a unit of measuring angles
- c) measure angles up to 180° using a protractor
- d) recognize and identify reflex angles

- e) recognize and identify angles on a straight line
- f) work out problems involving sum of angles of a triangle
- g) state the properties of right-angled, isosceles and equilateral triangles
- h) draw right-angled and equilateral triangles using a ruler and a protractor
- i) draw parallel lines using a set square and a ruler
- j) state properties of rectangles and squares
- k) recognize and identify perpendicular lines
- l) make patterns involving triangles rectangles and squares

14.2 Content

- 14.2.1 Unit angle and half disc
- 14.2.2 The degree as a unit of measuring angles
- 14.2.3 The protractor
- 14.2.4 The reflex angle
- 14.2.5 Angles on a straight line
- 14.2.6 Perpendicular lines
- 14.2.7 Sum of angles of a triangle
- 14.2.8 Properties of right – angled, isosceles and equilateral triangles
- 14.2.9 Parallel lines
- 14.2.10 Properties of squares and rectangles
- 14.2.11 Making patterns

15.0 ALGEBRA

15.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) simplify algebraic expressions

- b) work out simple equations in one unknown using the beam balance

15.2 Content

- 15.2.1 Simplifying algebraic expressions.
- 15.2.2 Working out simple equations in one unknown

16.0 TABLES AND GRAPHS

16.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) collect and record data using tally marks
- b) represent data in bar graphs
- c) read and interpret bar graphs

16.2 Content

- 16.2.1 Collecting and recording data
- 16.2.2 Representing data in bar graph
- 16.2.3 Reading and interpreting bar graphs

17.0 SCALE DRAWING

17.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) represent length to a given scale
- b) convert scale length to actual length and actual length to scale length

17.2 Content

- 17.2.1 Linear scale in statement form
- 17.2.2 Representing actual length with lines
- 17.2.3 Conversion of scale lengths to actual length and vice versa

STANDARD SIX

1.0	NUMBERS	2.2	Content
1.1	WHOLE NUMBERS	2.2.1	Reciprocals
1.2	Specific Objectives By the end of the topic, the learner should be able to:	2.2.2	Squares of fractions
	a) recognize and identify place value and total value upto hundreds of millions	2.2.3	Square roots of fractions
	b) read and write numbers up to millions in symbols and in words	3.0	DECIMALS
	c) round off numbers to the nearest thousands	3.1	Specific Objectives By the end of the topic, the learner should be able to:
	d) recognize and identify numbers divisible by eight		a) recognize and identify place value up to 4 decimal places given
	e) identify and work out squares of numbers		b) round off a number to a given number of decimal places
	f) work out squares of up to perfect squares of up to 3- digit numbers		c) convert fractions to decimals with and without recurring
1.3	Content		d) convert decimals to fractions without involving recurring decimals.
1.3.1	Place value and total value.	3.2	Content
1.3.2	Reading and writing numbers up to millions in symbols and word.	3.2.1	Place value up to 4 decimal places
1.3.3	Rounding off numbers.	3.2.2	Rounding off decimals to a given numbers of places.
1.3.4	Divisibility test for 8.	3.2.3	Conversion of fractions to decimals.
1.3.5	Squares of numbers	3.2.4	Conversion of decimals to Fractions
1.3.6	Square roots of perfect squares	4.0	PERCENTAGES
2.0	FRACTIONS	4.1	Specific Objectives By the end of the topic, the learner should be able to:
2.1	Specific Objectives By the end of the topic, the learner should be able to:		a) recognize and identify percentage as a fraction
	a) recognize and identify reciprocals of numbers		b) write percentage using the symbol (%)
	b) recognize and identify squares and square roots of fractions involving perfect squares		c) convert fractions and decimals to percentage
			d) convert percentage to fractions and decimals

4.2	Content		
4.2.1	Percentage as a fraction		
4.2.2	Using the (%) symbol.		
4.2.3	Conversion of fractions to percentage		c) multiply a fraction by a fraction and mixed numbers by a fraction
4.2.4	Conversion of decimals to percentage		d) divide a whole number by a fraction
4.2.5	Conversion of percentage to fractions		e) divide a fraction by a fraction
4.2.6	Conversion of percentage to decimals		f) work out division involving mixed numbers
			g) recognize and identify number sequence involving fractions
5.0	OPERATIONS	6.2	Content
5.1	WHOLE NUMBERS	6.2.1	Addition and subtraction of fractions
5.2	Specific Objectives By the end of the topic, the learner should be able to:	6.2.2	Addition and subtraction of fractions and mixed numbers
	a) add and subtract numbers	6.2.3	Multiplication of fractions by fractions
	b) multiply numbers	6.2.4	Multiplication of mixed numbers by fractions
	c) divide up to 5- digit numbers by up to 2- digit numbers	6.2.5	Division of a whole number by a fraction
	d) recognize and identify simple number sequence	6.2.6	Division of a fraction by a fraction
	e) work out problems involving LCM and GCD in real life	6.2.7	Division involving mixed numbers
5.3	Content	6.2.8	Number sequence involving fractions
5.3.1	Addition and subtraction of numbers	7.0	DECIMALS
5.3.2	Multiplication of numbers	7.1	Specific Objectives By the end of the topic, the learner should be able to:
5.3.3	Division of up to 5- digit numbers by up to 2- digit numbers with divisor less than the dividend		a) add and subtract decimals up to 4 decimal places
5.3.4	Number sequences		b) multiply decimals with products not exceeding 4 decimal places
5.3.5	Working out problems involving LCM and GCD		c) divide decimals by whole numbers and vice versa
6.0	FRACTIONS		d) divide a decimal by a decimal
6.1	Specific Objectives By the end of the topic, the learner should be able to:		
	a) add and subtract up to 3 fractions using LCM		
	b) add and subtract up to 3 mixed numbers using LCM		

- 7.2 Content**
- 7.2.1 Addition and subtraction of decimals
- 7.2.2 Multiplication of decimals by decimals
- 7.2.3 Division of decimals by whole numbers
- 7.2.4 Division of whole numbers by a decimal
- 7.2.5 Division of a decimal by a decimal

8.0 PERCENTAGES

- 8.1 Specific Objectives**
By the end of the topic, the learner should be able to work out quantities given the

- 8.2 Content**
- 8.2.1 Percentage of quantities

9.0 MEASUREMENT

9.1 LENGTH

- 9.2 Specific Objectives**
By the end of the topic, the learner should be able to:
- recognize and identify millimeters as a unit of measuring length
 - convert millimeters to centimeters and centimeters to millimeters
 - recognize and identify π as a relationship between circumference and diameter
 - work out problems involving circumference of a circle

- 9.3 Content**
- 9.3.1 Millimetre as a unit of length
- 9.3.2 Conversion of millimeters to centimeters and vice versa
- 9.3.3 π as a relationship between circumference and diameter, practically
- 9.3.4 Circumference of a circle

10.0 AREA

- 10.1 Specific Objectives**
By the end of the topic, the learner should be able to:
- recognize and identify area and hectare as units of measuring areas
 - work out area of a triangle, a square and a rectangle

11.0 VOLUME

- 11.1 Specific Objectives**
By the end of the topic, the learner should be able to:
- recognize and identify cubic centimetre (cm^3) and percentages given quantities
 - convert cubic metre (m^3) to cubic centimeter (cm^3) and cubic centimeters to cubic metre
 - work out problems involving volume of cubes and cuboids in cubic metre (m^3) and cubic centimeter (cm^3)

11.2 Content

- 11.2.1 Cubic metre (m^3) as a unit of measuring volume
- 11.2.2 Conversion of cubic metres to cubic centimeters and vice versa
- 11.2.3 Volumes of cubes and cuboids

12.0 CAPACITY

- 12.1 Specific Objectives**
By the end of the topic, the learner should be able to:
- recognize and identify deciliter as a unit of measuring capacity.
 - convert litres to milliliters, litres to deciliters and deciliters to litres
 - work out the four basic operations involving litres, millilitres and deciliters

12.2 Content

- 12.2.1 Decilitre (dl) as a unit of measuring capacity
- 12.2.2 Conversion of millilitres to litres and litres to deciliters and vice versa
- 12.2.3 Addition and subtraction involving litres, milliliters and deciliters
- 12.2.4 Multiplication and division involving litres, decilitres and milliliters

13.0 MASS

13.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) recognize and identify the tonne (t) as a unit of measuring mass
 - b) convert tones to kilograms, kilograms to grams and grams to kilograms
 - c) work out problem involving units of mass

13.2 Content

- 13.2.1 Tonne (t) as a unit of measuring mass
- 13.2.2 Conversion involving tones (t), kilogram (kg) and grams (g).
- 13.2.3 Operations involving tone (t), kilogram (kg) and gram (g).

14.0 MONEY

14.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) work out problems involving bills in buying and selling
 - b) work out problems involving profit and loss
 - c) work out percentage involving profit and loss

14.2 Content

- 14.2.1 Bills in buying and selling
- 14.2.2 Profit and loss
- 14.2.3 Percentage profit and loss

15.0 POSTAL CHARGES

15.1 Specific Objectives

By the end of the topic, the learner should be able to work out problems involving postal charges

15.2 Content

- 15.2.1 International postal charges
- 15.2.2 Telegrams
- 15.2.3 Money orders

16.0 TIME AND SPEED

16.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) convert units of time from one to another
 - b) convert time from one system to another
 - c) read and interpret air, bus and train time tables
 - d) recognize and identify speed as distance covered in unit time
 - e) work out problems involving speed in m/s and km/h

16.2 Content

- 16.2.1 Converting minutes to seconds and seconds to minutes
- 16.2.2 Converting of the 12 hour system to 24 hours system and 24 hour system to 12 hour system.
- 16.2.3 reading and interpreting air, bus and train time tables
- 16.2.4 Speed in kilometers per hour (km/h) and metres per second(m/s)
- 16.2.5 Work out problems involving speed.

17.0 GEOMETRY

17.1 LINES

17.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) draw and bisect lines using a ruler and a pair of compasses
- b) construct perpendicular and parallel lines using a ruler and a pair of compasses

17.3 Content

17.3.1 Drawing and bisecting lines using rulers and pair of compasses

17.3.2 Perpendicular lines

17.3.3 Parallel lines from a point on the line

18.0 ANGLES

18.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize identify and measure vertically opposite and supplementary angles
- b) bisect angles a pair of compasses and a ruler
- c) construct 90° , 60° , 120° , 45° , 30° , 75° and 15° using
- d) draw a triangle using a protractor and a ruler
- e) recognize and identify angle properties of triangles
- f) make patterns involving squares, triangles and

18.2 Content

18.2.1 Vertically opposite angles

18.2.2 Supplementary angles

18.2.3 Construction of 90° , 60° , 120° , 45° , 30° , 75° and 15°

18.2.4 Bisecting angles

18.2.5 Drawing triangles

18.2.6 Interior and exterior angles of a triangle

18.2.7 Making patterns

19.0 CIRCLES

19.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) draw circles using pair of compasses
- b) recognize and identify a sector as a part of a circle
- c) make patterns using circles

19.2 Content

19.2.1 Drawing circles

19.2.2 Centre, radius and diameter of a circles.

19.2.3 Sectors of circles

19.2.4 Making patterns

20.0 MODELS

20.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify edges, faces and vertices of cubes and cuboids
- b) make models of cubes and cuboids

20.2 Content

20.2.1 Cubes and cuboids

20.2.2 Nets of cubes and cuboids

20.2.3 Making models using compasses and ruler

21.0 ALGEBRA

21.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) simplify algebraic expressions
- b) solve equations in one unknown
- c) compare quantities using 'greater than', 'less than' and 'equal to' symbol

- 22.2 Content**
- 22.2.1 Use of brackets in algebraic expressions
- 22.2.2 Simplifying algebraic expressions
- 22.2.3 Equations in one unknown
- 22.2.4 The symbols greater than ($>$) and less than ($<$). 22.2.5

23.0 TABLES AND GRAPHS

- 23.1 Specific Objectives**
- By the end of the topic, the learner should be able to:
- represent data from tables on graphs
 - read and interpret information, identify and
 - recognize, identify and work out arithmetic means of a given data

- 23.2 Content**
- 23.2.1 Tables
- 23.2.2 Bar graphs
- 23.2.3 Line graphs
- 23.2.4 Pie charts
- 23.2.5 Travel graphs
- 23.2.6 Working out arithmetic mean
- Comparison of quantities using $=$, $>$ and $<$ symbols

24.0 SCALE DRAWING

- 24.1 Specific Objectives**
- By the end of the topic, the learner should be able to:
- read, interpret and write linear scales in statement form
 - make scale drawing
- 24.2 Content**
- 24.2.1 Interpreting drawing using linear scale
- 24.2.2 Reading and writing linear scales in statement form
- 24.2.3 Making scale drawings

STANDARD SEVEN

1.0	NUMBER		d) work out squares and square roots of decimals
1.1	WHOLE NUMBERS		
1.2	Specific Objectives By the end of the topic, the learner should be able to:	3.2	Content
	a) identify place value and total value	3.2.1	Place value and total value
	b) read and write numbers in symbols and in words	3.2.2	Conversion of decimals to fractions
	c) work out square numbers and square roots of perfect squares	3.2.3	Conversion of fractions to decimals
	d) determine numbers divisible by eleven	3.2.4	Squares of decimals
		3.2.5	Square roots of decimals involving perfect squares
1.3	Content	4.0	PERCENTAGE
1.3.1	Place value and total value.	4.1	Specific Objectives By the end of the topic, the learner should be able to:
1.3.2	Reading and writing numbers		a) convert percentage to fraction and fraction to percentage
1.3.3	Squares and square roots		b) convert decimal to percentage and percentage to decimals
1.3.4	Divisibility tests for 11.		
2.0	FRACTIONS	4.2	Content
2.1	Specific Objective By the end of the topic, the learner should be able to work out square and square	4.2.1	Conversion of percentage to fractions and vice versa
		4.2.2	Conversion of decimals to percentage and percentage to roots of fractions
2.2	Content	5.0	OPERATIONS
2.2.1	Squares of fractions	5.1	WHOLE NUMBERS
2.2.2	Square roots of fractions involving perfect squares	5.2	Specific Objectives By the end of the topic, the learner should be able to:
3.0	DECIMALS		a) add, subtract and multiply whole numbers
3.1	Specific Objectives By the end of the topic, the learner, should be able to:		b) divide whole numbers by up to 3- digit numbers
	a) identify place value and total value of digits in decimals		c) work out problems involving combined operations in whole numbers
	b) convert non-recurring decimals to fractions		d) recognize and identify number sequence involving whole numbers
	c) convert fractions to decimals involving non-recurring decimals		

5.3	Content	7.0	DECIMALS
5.3.1	Addition subtraction and multiplication involving whole numbers	7.1	Specific Objectives By the end of the topic, the learner should be able to:
5.3.2	Division involving whole numbers	a)	work out problems involving decimals using the four basic operations
5.3.3	Combined operation in whole numbers	b)	work out problems involving combines operations in decimals
5.3.4	Number sequence.		
	Note	7.2	Content
	i) Order of operations should involve only two operations at a time	7.2.1	Basic operations involving decimals
	ii) Operations involving negative integers should be avoided	7.2.2	Combined operations, in decimals
6.0	FRACTIONS	8.0	PERCENTAGE
6.1	Specific Objectives By the end of the topic, the learner should be able to:	8.1	Specific Objective By the end of the topic, the learner should be able to work out problems involving percentage increase and decrease.
	a) work out addition, subtraction, multiplication and division involving fractions	8.2	Content
	b) work out problems involving combined operations in fractions	8.2.1	Percentage increase
	c) recognize and identify number sequence involving fractions	8.2.2.	Percentage decrease
6.2	Content	9.0	MEASUREMENTS
6.2.1	Addition and subtraction	9.1	LENGTH
6.2.2	Multiplication and division	9.2	Specific Objectives By the end of the topic, the learner should be able to:
6.2.3	Combined operations in fractions	a)	recognize and identify decimeter (dm), decameters (Dm) and hectometer (hm).
6.2.4	Number sequence	b)	convert units of length from one to another
		c)	work out perimeter involving circle, triangle and quadrilaterals
		d)	work out problems involving units of length in real life

- 9.3 Content**
- 9.3.1 Decimetres (dm), decameters (Dm) and hectometers (hm)
- 9.3.2 Conversion of units of length
- 9.3.3 Perimeter of shapes
- 9.3.4 Working out problems involving perimeter in real life situation.

10.0 AREA

10.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- calculate the area of a circle
 - work out problems involving area of a circle
 - calculate the area of trapeziums and parallelograms
 - work out problems involving area of borders
 - calculate surface area of cuboids and cylinders

10.2 Content

- 10.2.1 Working out area of circles practically
- 10.2.2 Working out problems involving area of circles using formulae.
- 10.2.3 Working out area of trapezium and parallelogram practically.
- 10.2.4 Area of combined shapes and borders
- 10.2.5 Working out surface area of cubes, cuboids and cylinders
- 10.2.6 Working out problems involving surface area of cubes, cuboids and cylinders

11.0 VOLUME

11.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- recognize and identify cross sectional area of regular solids
 - work out problems involving volume of cubes, cuboids and cylinders

11.2 Content

- 11.2.1 Cross-sectional area of regular solids.
- 11.2.2 Volume of cubes and cuboids
- 11.2.3 Volume of cylinders through piling
- 11.2.4 Volume of cylinders using the Formula

12.0 CAPACITY

12.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- work out problems involving capacity of cube, cuboids and cylinders
 - recognize and identify the relationship between capacity and volume
- and combined shapes

12.2 Content

- 12.2.1 Capacity of cubes, cuboids and cylinders
- 12.2.2 Relationship between capacity and volume

13.0 MASS

13.1 Specific Objectives

- By the end of the topic, the learner should be able to work out problems involving units of mass
- practically

13.2 Content

- 13.2.1 Mass in grams, kilograms and tones

14.0 MONEY

14.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving discount, and percentage discount
- b) work out problems involving commission and percentage commission
- c) work out problems involving simple interest
- d) work out problems involving hire purchase
- e) work out problems involving bills in buying and selling

14.2 Content

- 14.2.1 Discount and percentage discount
- 14.2.2 Commission and percentage commission
- 14.2.3 Simple interest
- 14.2.4 Hire purchase
- 14.2.5 Bills

15.0 POSTAL CHARGES

15.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving inland and
- b) recognize and identify money orders and postal orders
- c) work out problems involving telegrams

15.2 Content

- 15.2.1 Inland and international postal charges.
- 15.2.2 Money and postal orders
- 15.2.3 Writing telegrams
- 15.2.4 Working out telegram charges

16.0 TIME AND SPEED

16.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving time
- b) work out problems involving air flight, bus and train tables
- c) convert speed from kilometers per hour (km/h) to metres per second (m/s) and vice versa

16.2 Content

- 16.2.1 Operations involving units of time
- 16.2.2 Air flight, bus and train tables involving time, fare and distance
- 16.2.3 Conversion involving units of speed

17.0 TEMPERATURE

17.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) compare temperature using hotter, warmer, colder and same as
- b) recognize and identify degree celcius as a unit of measuring temperature

international postal charges

17.2 Content

- 17.2.1 Direct comparison of temperature
- 17.2.2 Degree celcius ($^{\circ}\text{C}$)

18.0 GEOMETRY

18.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify angle properties of parallel lines and quadrilaterals
- b) work out problems involving angle properties of parallel lines

- c) construct right angled, isosceles and equilateral triangles using a ruler and a pair of compasses
- d) construct circles passing through vertices of a triangle
- e) recognize and identify Pythagorean relationship
- f) make models of cubes, cuboids and cylinders
- g) make patterns involving rectangles, triangles and

18.2 Content

- 18.2.1 Parallel lines and transversals
- 18.2.2 Perpendicular bisectors of lines
- 18.2.3 Working out problems involving angle properties of parallel lines.
- 18.2.4 Angle properties of squares, rectangles, rhombuses, parallelograms and trapeziums
- 18.2.5 Construction of triangles
- 18.2.6 Construction of circles
- 18.2.7 Pythagorean relationship
3 – 4 – 5
- 18.2.8 Net of cubes, cuboids and cylinders
- 18.2.9 Models of cubes, cuboids and cylinders
- 18.2.10 Making patterns

19.0 ALGEBRA

19.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) form and simplify algebraic expressions
 - b) work out the value of algebraic expressions through substitution
 - c) form and solve equations in one unknown
 - d) simplify inequalities in one unknown

20.0 TABLES AND GRAPHS

20.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) determine appropriate scale for graphs
- b) read and interpret tables in real life situations
- c) represent data on bar graphs, pie charts, travel graphs and line graphs
- d) read and interpret bar graphs, pie charts, line graphs and travel graphs
- e) work out problems involving the mean and the mode

20.2 Content

- 20.2.1 Linear scale
- 20.2.2 Tables involving real life situations
- 20.2.3 Drawing graphs
- 20.2.4 Reading and interpreting graphs
- 20.2.5 Arithmetic mean and mode.

21.0 SCALE DRAWING

21.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) read and write linear scale in ratio form
- b) convert linear scale from statement to ratio form and ratio to statement
- c) work out problems involving scale drawings.

22.2 Content

- 22.2.1 Linear scale in ratio form
- 22.2.2 Conversion of scale from one form to another
- 22.2.3 Making scale drawing
- 22.2.4 Working out problems involving scale drawing

23.0 RATIO AND PROPORTION

23.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify ratio as a fraction
- b) interpret and use ratio in sharing
- c) work out problems involving ratio using unitary method
- d) interpret and use ratio in increasing and decreasing quantities
- e) recognize and identify simple direct and indirect proportion

- f) work out problems involving simple direct and indirect proportions

23.2 Content

- 23.2.1 Ratio as a fraction
- 23.2.2 Sharing using ratio
- 23.2.3 Working out problems involving ratio using unitary method
- 23.2.4 Increasing and decreasing quantities using ratio
- 23.3.5 Direct and indirect proportion
- 23.3.6 Working out problems involving simple direct and indirect proportion

STANDARD EIGHT

1.0	NUMBERS	2.2	Content
1.1	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> read and write numbers in symbols and in words work out square roots of numbers and square roots of perfect squares convert fractions to percentages and percentages to fractions convert decimals to percentages and percentages to decimals 	2.2.1	Operations involving whole numbers
		2.2.2	Operations involving fractions
		2.2.3	Operations involving decimals
		2.2.4	Combined operations
		2.2.5	Percentage increase and decrease
		2.2.6	Number sequence
			Note
			i) Order of operations should involve only two operations at a time
			ii) Operations involving negative numbers should be avoided
1.2	Content	3.0	MEASUREMENT
1.2.1	Place value and total value	3.1	Specific Objectives
1.2.2	Reading and writing numbers in symbols and in words		By the end of the topic, the learner should be able to:
1.2.3	Squares and square roots		a) work out problems involving units of length
1.2.4	Conversion of fractions to decimals and vice versa		b) work out problems involving area and surface area
1.2.5	Conversion of fractions to percentage and vice versa		c) work out problems involving volume
1.2.6	Conversion of decimals to percentages and vice versa		d) work out problems involving units of capacity
2.0	OPERATIONS ON NUMBERS		e) convert units of capacity to units of volume and units of volume to units of capacity
2.1	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> Work out problems involving operations on whole numbers Work out problems involving operations on fractions Work out problems involving operations on decimals Work out problems involving combined operations Work out problems involving percentage increase and decrease Work out problems involving number sequence 		f) work out problems involving mass
			g) work out problems involving percentage profit and loss
			h) work out problems involving bills
			i) work out problems involving discount, percentage discount, commission and percentage commission
			j) work out problems involving hire purchase
			k) work out problems involving simple interest

- l) work out problems involving compound interest using simple interest per unit time
 - m) work out problems involving postal charges
 - n) work out problems involving time, speed, distance and average speed
 - o) work out problems involving temperature in degree celcius
- 3.2 Content**
- 3.2.1 Working out problems involving conversion of units of length
 - 3.2.2 Working out problems involving perimeter and circumference.
 - 3.2.3 Area of triangle, quadrilaterals circles, combined shapes and borders
 - 3.2.4 Surface area of cubes, cuboids and cylinders
 - 3.2.5 Volume of cubes, cuboids, cylinders and triangular prisms
 - 3.2.6 Capacity of cubes, cuboids and cylinders
 - 3.2.7 Conversion of units of capacity to units of volume and vice verse
 - 3.2.8 Working out problems involving conversion of units of mass
 - 3.2.9 Profit and loss
 - 3.2.10 Percentage profit and loss
 - 3.2.11 Bills
 - 3.2.12 Commissions and percentage commissions
 - 3.2.13 Discount and percentage discount
 - 3.2.14 Hire purchase
 - 3.2.15 Simple interest
 - 3.2.16 Compound interest
 - 3.2.17 Postal charges
 - 3.2.18 Time, speed, distance and average speed
 - 3.2.19 Temperature in degrees celcius (°C)

4.0 GEOMETRY

4.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) construct triangles
- b) construct circles touching the three sides of a triangle
- c) work out problems Pythagorean relationship
- d) construct parallelograms and rhombuses
- e) work out problems involving properties of squares, rectangles, parallelograms, rhombuses and trapeziums
- f) recognize and identify triangular and square based pyramids
- g) identify and make nets of pyramid and prisms
- h) make geometrical patterns

4.2 Content

- 4.2.1 Constructing triangles
- 4.2.2 Perpendicular from a point to a line
- 4.2.3 Constructing circles
- 4.2.4 Pythagorean relationships 3 – 4 – 5, 5 – 12 – 13 and 7 – 24 – 25
- 4.2.5 Constructing parallelograms and rhombuses
- 4.2.6 Working out problems involving quadrilaterals
- 4.2.7 Faces, edges and vertices of triangular and square based
- 4.2.8 Nets of triangular and square based pyramids and prisms
- 4.2.9 Curved patterns using straight lines
- 4.2.10 Making patterns using quadrilaterals, triangles and circles

5.0 ALGEBRA

5.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Form and simplify algebraic expressions
- b) Work out the value of algebraic expressions using substitution
- c) Form and solve equations in one unknown
- d) Simplify inequalities in one unknown

5.2 Content

5.2.1 Algebraic expressions

5.2.2 Value of algebraic expressions

5.2.3 Equations in one unknown

5.2.4 Simplifying inequalities in one unknown

6.0 TABLES AND GRAPHS

6.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) Draw graphs from given data
- b) Read and interpret tables and graphs
- c) Recognize and identify the median
- d) Work out problems involving mean, mode and median

6.2 Content

6.2.1 Drawing tables and graphs

6.2.2 Interpreting tables and graphs

6.2.3 Median and middle value in a set of ordered data

6.2.4 Working out problems involving mean, mode and median.

7.0 SCALE DRAWING

7.1 Specific Objectives

By the end of topic, the learner should be able to:

- a) read and interpret diagrams drawn to scale
- b) work out problems involving scale drawing

7.2 Content

7.2.1 Reading and interpreting scale diagrams

7.2.2 Making scale drawings scale drawings

7.2.3 Working out problems involving

8.0 RATIO AND PROPORTION

8.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving ratio
- b) work out problems involving simple direct and indirect proportions

8.2 Content

8.2.1 Comparison using ratio

8.2.2 Sharing using ratio

8.2.3 Increasing and decreasing quantities using ratio

8.2.4 Simple direct and indirect proportions

ASSESSMENT

There is need to continually assess pupils' performance in order to find out whether the objectives of the course are being achieved. The assessment will also help the teacher in finding out which pupils need further guidance in some areas and thus organize remedial work for the weak pupils and extra work for the bright pupils. The three methods suggested below will be found useful for type of assessment.

a) Written Exercises

In almost every mathematics lesson, pupils do written exercises. While making the exercises, teachers should give credit for each correct step in the working in addition to the correct answer. Pupils should therefore be encouraged to show all the working and check on the accuracy of the answers by using reverse operation(s). It is important that pupils are taught how to organize their work logically. At the end of the topic/subtopic, teachers should give a diagnostic test. When assessing mastery of mathematical facts using written exercises, steps in the working may not be required.

b) Oral Exercises

These exercises are administered throughout the lesson. They involve giving responses orally.

c) Observation

When pupils are doing a practical activity such as measurement, construction, modeling and pattern making, the teacher should observe whether they are using the appropriate skills. When giving a mark of the finished work, the teacher should take into account how the pupil was

performing the activity, whether the pupil understood the skills being learned and whether the finished product is what was expected.

Competencies to be tested

Teachers are advised to take into consideration the following aspects of learning when assessing the pupils work.

1. Knowledge of common mathematical concepts such as perpendicular, divisor, LCM
2. Knowledge of specific mathematical facts
3. Understanding of general mathematical principles
4. Application of general mathematical principles
5. Interpretation of information contained in charts, graphs and tables.

Note

The aspect(s) to be tested will depend on the content and the level of the learner.

EXAMINATION

At the end of the course, pupils will sit for the national examination – The Kenya Certificate of Primary Education(K.C.P.E). This examination tests whether the objectives of the syllabus have been achieved.

SCIENCE

INTRODUCTION

The learning of Science enables the learners to understand the world around them. Through Science children acquire knowledge, skills and attitudes which enable them realize that problems can be solved. The subject enhances self development and also provide ways of finding out information, testing ideas and developing a creative mind.

Science should be taught by doing or carrying out activities rather than giving facts to children. The learning and teaching process should be as much as possible be learner-centered and the teacher should relate the learning experiences to the children's day to day life. The teacher should also encourage the children to practice some of the activities done in school in their homes and communities. Such activities will help the children to develop skills in maintaining and using the resources found in the environment.

In this syllabus, aspects of Agriculture and Home Science have been incorporated. The syllabus also addresses emerging issues such as the environment, drug abuse and HIV/AIDS. Content that is contained in this syllabus is prepared in the form of units which need not be followed in the same order as presented. In some topics there are hints which guide the teachers on the details and content required.

The teaching and learning resources should be much as possible be obtained from the local environment. Other resources can be constructed when the need arises. Suggested assessment methods have also been included at the end of the syllabus. The teacher may therefore use any of the methods to assess the learners.

GENERAL OBJECTIVES

By the end of the course, the learner should be able to:

Develop ability to observe and explore the environment

1. Develop manual and mental skills for rational decision making
2. Develop creativity and critical thinking in addressing new and emerging challenges
3. Develop and use appropriate skills and technologies for solving problems
4. Develop positive attitudes towards self and the environment
5. Manage and conserve the available resources
6. Improve the body physical fitness and maintain good health
7. Identify and utilize opportunities for productive work in the school, home and community
8. Acquire basic scientific knowledge
9. Develop interest in science and science related careers

STANDARD ONE

UNIT 1.0: HUMAN BODY

TOPIC 1.1: Parts of the human

1.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) Name some external parts of the human body
- b) Identify some external parts of the human body.

1.3 Content

1.3.1 External body parts

- head (eye, ear, nose, hair, mouth)
- neck
- chest
- arm (hand, elbow, finger and finger nail)
- leg (knee, foot, toe nails).

UNIT 2.0: HEALTH EDUCATION

TOPIC 2.1: Hygiene

2.2. Specific Objective

By the end of the topic, the learner should be able to clean own body.

2.3 Content

2.3.1 Cleaning the following body parts

- head
- nose
- teeth
- hands
- legs

2.3.2 Cleaning the whole body

Hint: Pupils should not share personal items

UNIT 3.0: PLANTS

TOPIC 3.1

i) Plants in the locality

Body Parts of a plant

iii) Edible plants

3.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) name some plants found in the locality
- b) identify main part of a plant
- c) identify some edible plants and the parts that can be eaten by human beings

3.3 Content

3.3.1 Different plants in the locality

3.3.2 Main parts of a plant

3.3.3 Edible parts of a plant

UNIT 4.0: WEATHER

TOPIC 4.1: Weather Changes

4.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) observe weather
- b) identify weather changes

4.3 Content

4.3.1 Observe weather

4.3.2 Weather changes

- sunny
- cloudy
- windy
- rainy
- calm

UNIT 5.0: ANIMALS**TOPICS 5.1:**

- i) **Animals in the locality**
- ii) **External parts of big animals**

5.2**Specific Objectives**

By the end of the topic, the learner should be able to:

- a) name some animals in the locality
- b) identify external parts of big animals

5.3**Content****5.3.1**

Animals in the locality

5.3.2

External parts of big animals

- ear
- mouth
- eye
- nose
- leg
- tail
- horn

UNIT 6.0: WATER**TOPICS 6.1:**

- i) **Sources of water**
- ii) **Uses of water**

6.2**Specific Objectives**

By the end of the topic, the learner should be able to:

- a) name sources of water
- b) identify some uses of water

6.3**Content****6.3.1**

Sources of water

- rain
- river
- well
- dam
- lake
- ocean

Hint: Tap is not a source of water

6.3.2

Uses of water

- drinking
- washing
- cooking
- watering plants and animals

UNIT**7.0: SOIL****TOPIC****7.1: Playing with soil****7.2****Specific Objectives**

By the end of the topic, the learner should be able to manipulate soil.

7.3**Content****7.3.1**

Playing with soil

- feeling soil (smooth, rough)
- drawing on soil
- filling and emptying containers with soil

UNIT**8.0: FOODS****TOPIC****8.1: Foods eaten in the community****8.2****Specific Objectives**

By the end of the topic, the learner should be able to identify different types of foods eaten in the community.

8.3**Content****8.3.1**

Foods eaten in the community

UNIT	9.0: ENERGY
TOPICS	9.1: i) Light ii) Sound
9.2	Specific Objectives By the end of the topic, the learner should be able to: a) identify sources of light b) identify sources of sound
9.3	Content
9.3.1	Sources of light <ul style="list-style-type: none"> • sun • fire • torch • candle • lamp • electricity • fire fly /glow worm • matches
9.3.2	Sources of sound <ul style="list-style-type: none"> • animal • drum • bell • whistle • vehicle

UNIT	10.0: PROPERTIES OF MATTER
TOPIC	10.1: Presence of air
10.2	Specific Objective By the end of the topic, the learner should be able to demonstrate the presence of air.
10.3	Content
10.3.1	Presence of air <ul style="list-style-type: none"> • around us • in containers
UNIT	11.0: MAKING WORK EASIER
TOPICS	11.1: i) Making wheels ii) Using wheels
11.2	Specific Objectives By the end of the topic, the learner should be able to: a) make wheels b) use wheels
11.3	Content
11.3.1	Making wheels
11.3.2	Using wheels

STANDARD TWO

UNIT	1.0: HUMAN BODY	2.3.2	Cleaning the classroom, the compound and disposing refuse appropriately
TOPICS	1.1: i) Senses ii) Sense organs	2.3.3	Proper use of latrines and toilets
1.2	Specific Objectives By the end of the topic, the learner should be able to: a) name the sense organs b) identify things using the sense organs	3.0: PLANTS	
1.3	Content	TOPICS 3.1: i) Germination of seeds ii) Care of plants iii) Different types of leaves	
1.3.1	Sense of: • smell • taste • touch • sight • hearing	3.2	Specific Objectives By the end of the topic, the learner should be able to: a) plant seeds b) observe germinating seeds c) care for plants in the locality d) identify different types of leaves.
1.3.2	Use of sense organs	3.3	Content
UNIT	2.0: HEALTH EDUCATION	3.3.1	Planting seeds
TOPIC	2.1 Hygiene	3.3.2	Caring for plants • weeding (uprooting weeds) • watering
2.2	Specific Objectives By the end of the topic, the learner should be able to: a) clean their personal items b) clean the classroom and compound and dispose refuse appropriately. c) use latrine and toilets properly	3.3.3	Different types of leaves (colour, size, shape, texture)
2.3	Content		Hint: Conditions and stages of germination not required
2.3.1	Personal items and their uses • handkerchief • socks • toothbrush • comb • hair brush		

UNIT	4.0 WEATHER
TOPICS	4.1: i) Weather symbols ii) Effects of weather changes on way of dressing
4.2	Specific Objectives By the end of this topic, the learner should be able to: a) draw simple weather symbols b) state effects of weather changes on ways of dressing.
4.3	Content
4.3.1	Weather symbols for: • sunny • windy • calm • cloudy • rainy
4.3.2	Effects of weather changes on way of dressing – when cold, hot or rainy

UNIT	5.0 ANIMALS
TOPICS	5.1: i) Animals kept in ii) Wild animals iii) Useful animals iv) Harmful animals
5.2	Specific Objectives By the end of the topic, the learner should be able to: a) identify animals kept at home b) identify wild animals c) identify useful animals d) identify harmful animals

5.3	Content
5.3.1	Animals kept at home such as cattle, goat, sheep, pig, poultry, fish, camel, donkey, cat, dog and horse
5.3.2	Wild animals such as lion, ostrich, crocodile, fish, giraffe, snake, eagle and hare
5.3.3	Useful animals such as cattle, goat, poultry, cat, fish, dog and donkey
5.3.4	Harmful animals such as snake, mosquito, rat, termite, tick and flea

UNIT	6.0 WATER
TOPIC	6.1: Separating things from water
6.2	Specific Objective By the end of the topic, the learner should be able to separate things from muddy water using a clean piece of cloth.
6.3	Content
6.3.1	Separating things from muddy water using a clean piece of cloth.

UNIT	7.0: SOIL
TOPIC	7.1: Modeling with soil home
7.2	Specific Objective By the end of the topic, the learner should be able to model familiar items using soil.
7.3	Content
7.3.1	Modeling familiar items such as animals, toys, cups and letters

UNIT	8.0 FOODS
TOPIC	8.1: Handling food
8.2	Specific Objective By the end of the topic, the learner should be able to handle food hygienically.
8.3	Content
8.3.1	Handling food <ul style="list-style-type: none"> • cleaning of hands • cleaning food (raw food) • cleaning utensils

UNIT	9.0: ENERGY
TOPICS	9.1: i) Light ii) Sound
9.2	Specific Objectives By the end of this topic, the learner should be able to: a) make shadows using various objects b) produce sound by plucking c) produce sound by hitting an object
9.3	Content
9.3.1	Making shadows
9.3.2	Producing sound by plucking
9.3.3	Producing sound by hitting on object

UNIT	10.0: PROPERTIES OF MATTER
TOPICS	10.1: i) Effects of moving air ii) Uses of moving air iii) Making and flying kites

10.2	Specific Objectives By the end of the topic, the learner should be able to: a) observe and identify effects of moving air b) state uses of moving air c) make and fly kites
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10.3	Content
10.3.1	Moving air
10.3.2	Effects of moving air <ul style="list-style-type: none"> • blowing soil away • blowing roofs off • felling trees
10.3.3	Uses of moving air <ul style="list-style-type: none"> • winnowing • sailing boats and canoes • windmill
10.3.4	Making and flying kites

UNIT	11.0: MAKING WORK EASIER
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TOPICS	11.1: i) Wheels ii) Rollers
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11.2	Specific Objectives By the end of the topic, the learner should be able to: a) make and use wheels of different shapes b) identify the best shape for a wheel c) use rollers
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11.3	Content
11.3.1	Making wheels of different shapes
11.3.2	Identifying the best shape for a wheel
11.3.3	Rollers <ul style="list-style-type: none"> • pencils • maize stalks • maize cobs • round sticks

STANDARD THREE

UNIT 1.0: HUMAN BODY

TOPICS 1.1:

i) **Sense of sight**

ii) **Gestures**

1.2

Specific Objectives

By the end of this topic, the learner should be able to:

- a) use sight to compare distance and size of objects
- b) compare the strength of eye
- c) use gestures to communicate

1.3

Content

1.3.1

Sense of sight

- far /near
- big small
- the strength of eyes

1.3.2

Facial and body gestures appropriate in the community beings

UNIT 2.0: HEALTH EDUCATION

TOPICS 2.1:

i) **Good health**

ii) **Cleaning latrines, toilets and urinals**

2.2.

Specific Objectives

By the end of the topic, the learner should be able to:

- a) identify the requirements of good health
- b) clean latrines, toilets and urinals

2.3

Content

2.3.1

Requirements for good health

- food
- rest
- sleep
- exercise

UNIT

2.3.2

cleaning latrines, toilets and urinals.

UNIT

3.0 PLANTS

TOPICS 3.1:

i) **Plants in different habitats**

ii) **Uses of plants to human beings**

3.2

Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify plants in different habitats
- b) discuss uses of plants to human beings

3.3 Content

3.3.1

Plants in different habitants in the locality

3.3.2

Uses of plants to human (food, clothes, paper, baskets, furniture, tea, coffee, cocoa, medicine, shade, fencing and beauty)

4.0: WEATHER

TOPICS 4.1:

- i) Weather changes**
- ii) Effects of weather changes farming on activities**

4.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) observe weather changes
- b) record weather changes using symbols
- c) describe farming activities during dry and rainy seasons

4.3 Content

4.3.1 Observing and recording weather changes

4.3.2 Farming activities during dry and rainy seasons (crop growing and animal rearing only)

UNIT 5.0 ANIMALS

TOPICS 5.1:

- i) Behaviour of**
- ii) Care of animals at home**

5.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) observe the behavior of small animals
- b) care for animals at home.

5.3 Content

5.3.1 Behaviour of small animals

- movement (walking, flying, crawling, hopping/leaping, swimming)
- protection (coiling, running off, hiding in shells, biting, flying off, stinging).

5.3.2 Ways of caring for animal at home

- Watering
- Feeding
- housing

UNIT 6.0 WATER

TOPICS 6.1:

- i) Transporting water**
- ii) Making water safe for drinking**
- iii) Storing clean water for drinking**

6.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name different ways of transporting water
- b) describe some ways of making water safe for drinking
- c) store clean water for drinking

6.3 Content

6.3.1 Means of transporting water

- cans
- small animals
- tankers
- pipes

6.3.2 Making water safe for drinking

- filtering
- boiling

6.3.3 Storing clean water for drinking

UNIT	7.0: SOIL
TOPIC	7.1: Modelling using different soils
7.2	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> identify the different types of soils model using different soils
7.3	Content
7.3.1	Types of soils <ul style="list-style-type: none"> clay loam sand
7.3.2	Modelling using different soils
7.3.3	Identifying the best soil for modelling

UNIT	8.0: FOODS
TOPIC	8.1: Good behavior when having meals
8.2	Specific Objective By the end of the topic, the learner should be able to practice good behavior when
8.3	Content
8.3.1	Good behavior when having meals <ul style="list-style-type: none"> not talking with food in mouth chewing food with mouth closed eating reasonable quantities of food at a time chewing food properly before swallowing

UNIT	9.0: ENERGY
TOPICS	9.1 i) Light ii) Sound
9.2	Specific Objective By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> reflect light identify the direction of sound identify the meaning of special sounds
9.3	Content
9.3.1	Reflection of light
9.3.2	Direction of sound <ul style="list-style-type: none"> sound moves in all directions
9.3.3.	Special sounds <ul style="list-style-type: none"> hooting ambulance siren screaming ringing of a bell fire engine siren
9.3.4	Measuring of temperature in degrees Celsius (°C)
UNIT	10.0: PROPERTIES OF MATTER
TOPICS	10.1 i) Air in soil ii) Air in water
10.2	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> demonstrate presence of air in soil demonstrate presence of air in water
10.3	Content
10.3.1	Air in soil
10.3.2	Air in water

STANDARD FOUR

UNIT	1.0: HUMAN BODY	2.2	Specific Objective
TOPIC	1.1: Teeth		By the end of the topic, the learner should be able to:
1.2	Specific Objectives By the end of the topic, the learner should be able to:		a) describe the care of teeth
	a) identify the different types of teeth		b) state problems related to teeth
	b) state the functions of different types of teeth		c) identify requirements for maintaining strong teeth
	c) describe shedding of teeth		d) state the meaning of HIV and AIDS
			e) explain the cause of HIV and AIDS
1.3	Content	2.3	Content
1.3.1	Types of teeth	2.3.1	Care of teeth
	• incisors	2.3.2	Problems related to teeth
	• canines		• bad smell
	• premolar		• bleeding gums
	• molars		• cavities (holes)
1.3.2	Functions of different types of teeth	2.3.3	Requirements for maintaining strong teeth
1.3.3	Shedding of teeth	2.3.4	Meaning of HIV and AIDS
	• deciduous	2.3.5	Cause of HIV and AIDS
	• permanent		
Hint:	Internal structure of the tooth not required		Hint: A toothbrush should not be shared.
UNIT	2.0 HEALTH EDUCATION	UNIT	3.0 PLANTS
TOPIC 2.1:		TOPICS 3.1:	
i) Teeth		i) Types of crops	
ii) Meaning and cause of HIV and AIDS		ii) Weeds	
		3.2	Specific Objectives
			By the end of the topic, the learner should be able to:
			a) identify different types of crops
			b) identify weeds in the locality
			c) explain how weeds are controlled

3.3.	Content
3.3.1	Types of crops <ul style="list-style-type: none"> • Food crops (cereals legumes, vegetables, fruits, tuber crops) • Cash crops (beverage crops, fibre crops, oil crops)
3.3.2	Weeds in the locality such as black jack, sodom apple, pigweed, wandering jew, mexican marigold and oxalis
3.3.3	Hint: Use local and common names of weeds only
3.3.3	Control of weeds <ul style="list-style-type: none"> • (uprooting, digging out)

UNIT 4.0 WEATHER AND THE SKY

TOPICS	4.1: <ul style="list-style-type: none"> i) The sky ii) Types of clouds
4.2	Specific Objectives By the end of the topic, the learner, should be able to: <ul style="list-style-type: none"> a) observe the sky at different times of day and night and record the observations b) identify types of clouds
4.3	Content
4.3.1	The sky at different times of day and night (sun, moon, other stars, clouds) Hint: Names of stars and constellations not required.
4.3.2	Types of clouds (cumulus, nimbus)

UNIT 5.0: ANIMALS

TOPICS	5.1: <ul style="list-style-type: none"> i) Characteristics of animals ii) Farm animals and their products
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5.2	Specific Objectives By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> a) state characteristics of animals b) classify farm animals according to their products
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5.3	Content
5.3.1	Characteristics of animals(feed, move from place to place, remove waste, grow, reproduce, react to changes in the surrounding, die)
5.3.2	Classification of farm animals according to their products <ul style="list-style-type: none"> • poultry (layers and broilers) • cattle (beef and dairy) • sheep (wool and mutton) • goats (dairy and mutton) Hint: Specific breeds of animals not required

UNIT 6.0: WATER

TOPICS	6.1: <ul style="list-style-type: none"> i) Uses of water ii) Storing water
6.2	Specific Objectives By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) describe the uses of water b) identify different ways of storing water
6.3	Content
6.3.1	Uses of water at home, in the farm, for recreation, in industries and for transport
6.3.2	Storing water ways of storing water(in tanks, drums, pots, buckets, and in dams)

UNIT	7.0: SOIL
TOPIC	7.1: Composition of soil
7.2	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> investigate the composition of soil explain the composition of soils
7.3	Content
7.3.1	Composition of soil (mineral particles, living organisms, organic matter, water and air)

UNIT	8.0: FOODS AND NUTRITION
TOPICS	8.1:
	i) Food groups ii) Balanced diet
8.2	Specific Objectives By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> identify the three basic food groups classify locally available foods into the three food groups describe what makes up a balanced diet.
8.3	Content
8.3.1	Basic food groups <ul style="list-style-type: none"> body building foods energy giving foods protective foods
8.3.2	Classification of locally available foods
8.3.3	Balanced diet

UNIT	9.0: ENERGY
TOPICS	9.1:
	i) Light ii) Heat
9.2	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> describe uses of light describe the importance of proper lighting in a house identify sources of heat explain uses of heat.
9.3	Content
9.3.1	Uses of light
9.3.2	Importance of lighting a house such as (to see clearly, safety, discourage pests, read comfortably)
9.3.3	Ways of lighting a house such as (windows, translucent roofs, artificial lighting)
9.3.4	Sources of heat such as sun, fire, electricity and gas
9.3.5	Uses of heat such as cooking, warming, ironing and drying

UNIT	10.0: PROPERTIES OF MATTER
TOPICS	10.1: i) Floating and sinking ii) Pressure in liquids
10.2	Specific Objectives By the end of the topic, the learner should be able to: a) investigate floating and sinking b) investigate factors that affect floating and sinking c) demonstrate the relationship between pressure and depth in liquids.
10.3	Content
10.3.1	Floating and sinking <ul style="list-style-type: none"> • objects which float • objects which sink
10.3.2	Factors affecting floating and sinking (size, shape, type of material)
10.3.3	Pressure in liquids water

UNIT	11.0: MAKING WORK EASIER
TOPIC	11.1: Simple tools
11.2	Specific Objectives By the end of the topic, the learner should be able to: a) use simple tools safely b) describe how to maintain simple tools
11.3	Content
11.3.1	Safe use of simple tools such as hammer, saw, jembe, panga, knife and bottle opener
11.3.2	Maintaining simple tools <ul style="list-style-type: none"> • cleaning after use • sharpening cutting tools • oiling /greasing • proper use of tools • proper storage
	Hint: Maintenance of a particular tool is not required

STANDARD FIVE

UNIT 1.0: HUMAN BODY

TOPICS 1.1:

i) **Breathing system**

ii) **Digestive system**

1.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) identify the main parts of the breathing system
- b) state the functions of the parts of the breathing system
- c) identify the main parts of the digestive system
- d) state the functions of various system

1.3 Content

1.3.1 Breathing system:

- nose
- trachea
- bronchus
- lungs
- diaphragm

1.3.2 Functions of:

- nose
- trachea
- lungs
- diaphragm

1.3.3 Digestive system:

- mouth (teeth and tongue)
- oesophagus
- stomach
- small intestine
- liver
- pancreas
- large intestine
- rectum
- anus

1.3.4

Functions of:

- teeth
- oesophagus
- stomach
- small intestine
- large intestine

Hint: Functions of liver and pancreas not required. Details of names, functions and process of enzymes also not required.

UNIT 2.0: HEALTH EDUCATION

TOPICS 2.1:

i) **Proper use and**

storage of medicine

ii) **Safety when handling chemicals**

iii) **Modes of transmission of HIV**

iv) **Stages of HIV infection**

2.2

Specific Objectives

By the end of the topic, the learner should be able to:

- a) describe the proper use and storage of medicine
- b) describe safety measures when handling chemicals used in the home
- c) identify the mode of transmission of HIV
- d) name the stages of development of HIV

2.3 Content

2.3.1 Proper use and storage of medicine

2.3.2 Safety when handling chemicals used in the home

2.3.3 Modes of transmission of HIV

2.3.4 Stages of HIV infection

UNIT	3.0 PLANTS	4.3	Content
TOPICS	3.1: i) Classification of plants ii) Functions of external parts of a plant iii) Types of roots	4.3.1	Different weather instruments and their uses <ul style="list-style-type: none"> • raingauge • windvane • windsock • liquid and air thermometers
3.2	Specific Objectives By the end of the topic, the learner should be able to: a) classify plants into green and non-green b) classify plants into flowering and non-flowering c) state the functions of the external parts of a plant d) identify different types of roots	4.3.2	Making the different weather instruments
		4.3.3	Using weather instruments
		UNIT	5.0 ANIMALS
		TOPIC	5.2: Classifying animals
		5.3	Specific Objectives By the end of the topic, the learner should be able to: a) explain the meaning of vertebrates and invertebrates b) classify vertebrates and give examples of each group b) observe and list some characteristics of the groups of vertebrates c) name some common invertebrates
3.3	Content		
3.3.1	Classification of plants into: <ul style="list-style-type: none"> • green and non-green plants • flowering and non-flowering plants 	5.3	Content
3.3.2	Functions of external parts of a plant (root, stem, leaf, flower, fruit)	5.3.1	Meaning of: <ul style="list-style-type: none"> • vertebrates • invertebrates
3.3.3	Types of roots (tap roots, fibrous roots)	5.3.2	Classification of vertebrates <ul style="list-style-type: none"> • amphibians • fish • reptiles • birds • mammals
Hints:	Structure and biological names of specific plants not required	5.3.3	Main characteristics of each group of vertebrates <ul style="list-style-type: none"> • amphibians • fish • reptiles • birds • mammals
UNIT	4.0: WEATHER		
TOPIC	4.1: Weather instruments		
4.2	Specific Objectives By the end of this topic, the learner should be able to: a) identify different weather instruments b) state the use of different weather instrument c) construct and use different weather instruments		

- 5.3.4 Common invertebrates
- invertebrates such as insects, ticks, spiders, mites, spiders, mites, worms, snails, slugs, millipedes, centipedes and crabs
- Hint:** Details of classification, biological names, other classes of invertebrates and their examples, internal structure, life cycle and mode of life not required

UNIT 6.0: SOIL

TOPICS 6.1:
i) Soil texture
ii) Properties of soil

- 6.2 Specific Objectives
 By the end of the topic, the learner should be able to:
 a) explain the term soil texture
 b) investigate the physical properties of soil

- 6.3 Content**
 6.3.1 Soil texture
- fine /smooth such as clay
 - coarse/rough such as sand
- 6.3.2 Physical properties of soil
- drainage /water retention
 - capillarity (rising up of water in soil)

Hint: Reasons for rising not required

UNIT 7.0: FOODS AND NUTRITION

TOPICS 7.1:
i) Nutrients in food
ii) Nutritional deficiency diseases

- 7.2 Specific Objectives**
 By the end of the topic, the learner should be able to:
 a) state nutrients found in food
 b) state the importance of water
 c) identify some nutritional deficiency diseases, their causes, signs, symptoms and their prevention

- 7.3 Content**
 7.3.1 Nutrients found in food
- carbohydrates
 - fats and oils
 - proteins
 - vitamins
 - minerals

7.3.2 Importance of water and fibre in a diet

- 7.3.3 Nutritional deficiency disease
- Kwashiorkor
 - Marasmus
 - Anaemia
 - Rickets

UNIT 8.0: ENERGY

TOPICS 8.1:
i) Sound
ii) Heat

- 8.2 Specific Objectives**
 By the end of the topic, the learner should be able to:
 a) identify different types of sound
 b) demonstrate pollution from sound
 c) state the effects of pollution from sound
 d) investigate methods of heat transfer
 e) classify good and poor conductors of heat and their uses

8.3	Content
8.3.1	Types of sound <ul style="list-style-type: none"> • loud and soft
8.3.2	Pollution from sound (noise) <ul style="list-style-type: none"> • effects such as damaging the ear drum and irritation
8.3.3	Heat transfer <ul style="list-style-type: none"> • condensation • convection • radiation
8.3.4	Good and poor conductors of heat
8.3.5	Uses of good and poor conductors of heat

UNIT 9.0: PROPERTIES OF MATTER

TOPIC 9.1:
i) States of matter
ii) Characteristics of matter
iii) Effects of heat on matter

9.2	Specific Objectives By the end of the topic, the learner should be able to: a) list the state of matter b) identify characteristics of matter c) investigate effects of heat on matter d) measure temperature in degrees celsius (°C)
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9.3	Content
9.3.1	State of matter <ul style="list-style-type: none"> • solid • liquid • gas
9.3.2	Characteristics of matter <ul style="list-style-type: none"> • shape • volume • mass
9.3.3	Effects of heat on matter increasing and decreasing temperature. <ul style="list-style-type: none"> • change of state (solid-liquid- gas) • melting • evaporation • conduction • freezing • expansion of and contraction of matter
9.3.4	Measurement of temperature in degrees celsius (°C)

UNIT 10.0: MAKING WORK EASIER

TOPIC 10.1: Balancing

10.2	Specific Objectives By the end of the topic, the learner should be able to: a) balance another pupil at different points on a see-saw b) make and use a simple beam balance
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10.3	CONTENT
10.3.1	Balancing on a see-saw
10.3.2	Making and using a simple beam balance to compare mass of different materials

STANDARD SIX

UNIT	1.0: HUMAN BODY			c) identify other immunizable diseases
TOPIC	1.1: i) Reproductive system ii) Physical changes during adolescence			d) state the importance of HIV testing e) state the effects of HIV and AIDS infection on an individual, family and nation.
1.2	Specific Objectives By the end of the topic, the learner should be able to: a) identify some parts of the reproductive system b) state functions of some parts of the reproductive system c) describe physical changes during adolescence	2.3 2.3.1 2.3.2 2.3.3 2.3.4 2.3.5	Content Common communicable diseases • tuberculosis • malaria Immunization schedule for infants Other immunizable diseases Importance of HIV testing Effect of HIV on an individual, family and nation	
1.3	Content			Hint: For immunizable diseases, details, of the causes, signs and symptoms are not required.
1.3.1	Parts of the reproductive system • female (ovary, oviduct, uterus, vagina) • male (testis, urethra, penis)			
1.3.2	Functions of some parts of the reproductive system			
1.3.3	Changes during adolescence • physical changes (male and female)			
UNIT	2.0: HEALTH EDUCATION	UNIT	3.0 PLANTS	
TOPICS	2.1: i) Common communicable diseases ii) HIV testing	TOPIC	3.1: Growth and reproduction in plants	
2.2	Specific Objectives By the end of the topic, the learner, should be able to: a) describe cause, sign, symptoms and prevention of common communicable diseases b) describe the immunization schedule for infants	3.2	Specific Objectives By the end of the topic, the learner, should be able to: a) draw and label parts of a flower; b) describe pollination and fertilization c) draw and label parts of a seed d) investigate conditions necessary for germination.	

3.3	Content
3.3.1	Parts of a flower
3.3.2	Pollination <ul style="list-style-type: none"> • meaning, types and agents
3.3.3	Fertilization <ul style="list-style-type: none"> • meaning and fusion
3.3.4	Parts of a seed <ul style="list-style-type: none"> • monocot seed • dicot seed
3.3.5	Conditions necessary for germination

UNIT 4.0: WEATHER AND THE SOLAR SYSTEM

TOPIC 4.1: Solar system

- 4.2 Specific Objectives**
By the end of the topic, the learner should be able to:
- a) name the nine planets in the solar system
 - b) model the solar system

4.3	Content
4.3.1	Solar system (the nine planets and the sun)

UNIT 5.0: ANIMALS

- TOPIC 5.1: Animal feeding**
- 5.2 Specific Objectives**
By the end of this topic, the learner should be able to:
- a) identify types of feeds for livestock
 - b) describe the different grazing methods
 - c) list the composition of a balanced diet in animal feeding

5.3	Content
5.3.1	Animal feeding <ul style="list-style-type: none"> • types of animal feeds such as pastures, fodder crops, /concentrates
5.3.2	Methods of grazing <ul style="list-style-type: none"> • rotational grazing (strip, paddocking, tethering) • zero grazing /stall feeding • herding
5.3.3	Constituents of a balanced diet <ul style="list-style-type: none"> • carbohydrates • proteins • fats and oils • minerals • vitamins • water

UNIT 6.0: WATER

TOPIC 6.1: Water borne diseases

- 6.2 Specific Objectives**
By the end of the topic, the learner should be able to:
- a) explain meaning of water borne diseases
 - b) name some water borne diseases
 - d) list the cause, signs and symptoms of some water borne diseases
 - e) describe preventive measures for some water borne disease.

6.3	Content
6.3.1	Meaning of water borne diseases
6.3.2	Water borne diseases <ul style="list-style-type: none"> • Cholera • Typhoid • Bilharzia

Hint: Cause to be confined to tiny living things in water. General and specific names of causative agents not required. Life cycle of the fluke is also not required.		UNIT	8.0: FOODS AND NUTRITION
6.3.3	Signs and symptoms of water borne diseases	TOPIC	8.1: Food preservation
6.3.4	Preventive measures for some water borne diseases such as <ul style="list-style-type: none"> • boiling water • proper treatment of water • wearing protective clothing when handling stagnant water • proper sanitation • proper hygiene 	8.2	Specific Objective By the end of this topic, the learner should be able to describe traditional and modern methods of preserving food
UNIT	7.0: SOIL	8.3	Content
TOPIC	7.1: Soil erosion	8.3.1	Traditional and modern methods of preserving food <ul style="list-style-type: none"> • smoking • drying • use of low temperature • canning • use of honey • salting • proper storage
7.2	Specific Objectives By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> a) explain soil erosion and its agents b) identify types of soil erosion 	UNIT	9.0: ENERGY
7.3	Content	TOPIC	9.1: Light
7.3.1	Meaning of soil erosion	9.2	Specific Objective By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> a) describe how light travels b) identify transparent, translucent and opaque materials c) demonstrate reflection of light d) investigate refraction of light
7.3.2	Agents of soil erosion <ul style="list-style-type: none"> • Wind • Water 	9.3	Content
7.3.3	Types of soil erosion <ul style="list-style-type: none"> • splash • sheet • rill • gulley 	9.3.1	How light travels
		9.3.2	Transparent, translucent and opaque materials
		9.3.3	Reflection of light
		9.3.4	Reflecting light using a source of light and a smooth shiny surface

9.3.5	Refraction of light				drinks, fire extinguisher- putting our fires,)
9.3.6	Apparent bending of light in air and water (using a ruler or pencil).				• Nitrogen (used by legumes to make proteins)
9.3.7	Demonstration on making a rainbow.				• Inert gases (in electric bulbs and tubes)
	Hint: Names of rays and angles not required				
UNIT	10.0 PROPERTIES OF MATTER	UNIT	11.0: MAKING WORK EASIER		
TOPIC	10.1: Composition of air	TOPICS	11.1: i) Movement ii) Force		
10.2	Specific Objectives By the end of this topic, the learner should be able to: a) name the components of air b) state some uses of air.	11.2	Specific Objectives By the end of this topic, the learner should be able to: a) move objects and stop moving objects b) state what force is		
10.3	Content	11.3	Content		
10.3.1	Composition of air • Nitrogen – 78% • Oxygen – 21% • Carbon dioxide – 0.03% • Inert gases – 0.97%	11.3.1	Movement • moving objects • stopping objects from moving		
10.3.2	Uses of air • Oxygen (breathing, burning, germination) • Carbon dioxide (making plant food, preserving soft	11.3.2	Force • meaning of force • units of force (Newton) Hint: Calculations not required		

STANDARD SEVEN

UNIT 1.0: HUMAN BODY

TOPIC 1.1: Circulatory system

1.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify parts of the circulatory system
- b) describe the components of blood and their functions
- c) identify types of blood vessels and their functions
- d) describe the structure and function of the heart

1.3 Content

1.3.1 Parts of the circulatory system

- heart
- blood
- blood vessels

1.3.2 Blood components and functions

- plasma
- red blood cells
- white blood cells
- platelets

1.3.3 Types of blood vessels and their functions

- arteries
- veins
- capillaries

1.3.4 Structure and functions of the heart

- auricles
- ventricles
- vessels (aorta, venacava, valves, pulmonary vein, pulmonary artery)

Hint: Details of structure and names of other specific blood vessels not required

UNIT 2.0: HEALTH EDUCATION

TOPIC 2.1:

- i) Drug abuse
- ii) Myths and misconception on HIV and AIDS
- iii) Care and support of those infected by HIV.

2.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain what a drug is
- b) explain drug misuse and abuse
- c) describe health social effects of drug and abuse
- d) dispel myths and misconception about HIV and AIDS
- e) care and support for people infected by HIV.

2.3 Content

2.3.1 Meaning of a drug

2.3.2 Misuse of drugs

2.3.3 Drug abuse

- meaning of drug abuse
- commonly abused drugs such as tobacco, alcohol, miraa (khat), bhang, mandrax, cocaine and inhalants (petrol and glue)

Hint: Details of nature, source, chemistry and composition of drug not required.

2.3.4 Effects of drug abuse

- health effects such as poor health, lack of concentration, impaired judgement, loss of consciousness (blackout), addiction, fits, withdrawal,

- comat/death and poor health of the unborn babies
 - social effects such as health conflicts, drug induced accidents, dropping out of school, truancy, fighting, loss of income and rape
- 2.3.5 Myths and misconceptions about HIV and AIDS
- 2.3.6 Care and support of people infected by HIV such as:
- love and care
 - adequate nutrition
 - hygiene
 - medical care

UNIT 3.0 ENVIRONMENT

TOPICS 3.1:

- i) Meaning of environment
- ii) Components of the environment

- 3.2 **Specific Objectives**
By the end of this topic, the learner should be able to:
- a) state the meaning of environment
 - b) name major component of the environment

3.3 **Content**

3.3.1 Meaning of environment

3.3.2 Components of the environment

- water
- soil
- air
- plants
- animals

UNIT 4.0: PLANTS

TOPICS 4.1:

i) **Interdependence between plants and animals**

ii) **Crop pests**

4.2

Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain interdependence between plants
- b) explain interdependence between plants and animals
- c) explain what a food chain is
- d) explain meaning of crop pests
- e) identify some crop pests, their effects and control measures

4.3

Content

4.3.1

Interdependence between plants

- support
- plants that use others as habitat
- shade

Hint: Names of plants not required

4.3.2

Interdependence between plants and animals

- food
- oxygen
- carbon dioxide
- shelter
- pollination
- medicines
- nutrients
- animal waste
- decomposition on death

4.3.3

Food chain

- meaning
- examples

Hint: Maximum 4 (four) member chain only

- 4.3.4 Crop Pests
- meaning of a pest
 - types of pests
 - field pests (aphids, cutworms, stalk borers, weaver birds)
 - storage pests (rodents, weevils, white-ants)
- Hint:** Discuss name of pest and part of crop attacked only.
- 4.3.5 Effects of pests on crops
- lower yields
 - reduced quality of produce
 - transmit diseases to crops
 - cause diseases to consumers
- 4.3.6 Control measures
- scaring
 - trapping
 - hand picking
 - weeding
 - spraying
 - pruning

UNIT 5.0 ANIMALS

TOPICS 5.1:

- Livestock parasites
- Human intestinal worms

- 5.2 Specific Objectives**
By the end of this topic, the learner should be able to:
- name some external and internal parasites
 - state the effects of parasites on livestock
 - control some livestock parasites
 - control some human intestinal worms

- 5.3 Content**
- 5.3.1 Meaning of parasites
- 5.3.2 Livestock parasites
- external parasites such as ticks, fleas and tsetse flies
 - internal parasites such as roundworms, tapeworms, tapeworms and liver flukes
- Hint:** Feature, structure and life cycles not required
- 5.3.3 Effects of parasites on livestock
- poor health
 - Anemia
 - irritation
 - poor quality products
- 5.3.4 Control of livestock
- rotational grazing
 - dipping
 - spraying
 - deworming
- Hint:** Details of methods and structures not required.
- 5.3.5 Methods of controlling human intestinal worms such as
- proper sanitation
 - proper washing of foods that are eaten raw
 - proper cooking of food
 - regular deworming
- Hint:** Details of features, structure and life cycles of the worms not required

UNIT 6.0: WATER

TOPICS 6.1:

- Water pollution
- Effects of water pollution
- Water conservation

- 6.2 Specific Objectives**
By the end of this topic, the learner should be able to:
- state how water gets polluted

	b) describe effects of water pollution	7.3.3	Types of manures (green, farm yard and compost manures)
	c) identify ways of controlling water pollution	7.3.4	Advantages and disadvantages of manure and fertilizers
	d) describe ways of conserving water		
	e) appreciate the importance of conserving water		
6.3	Content	UNIT	8.0: ENERGY
6.3.1	Water pollution	TOPIC	8.1: Electricity
	<ul style="list-style-type: none"> • meaning • ways in which water is polluted 	8.2	Specific Objectives
6.3.2	Effects of water pollution		By the end of this topic, the learner should be able to:
	<ul style="list-style-type: none"> • on plant • on animals • on soil 		a) name sources of electricity
6.3.3	Ways of conserving water		b) make a simple circuit
	<ul style="list-style-type: none"> • harvesting • recycling • re-using • using water sparingly • mulching /shading • storing water in dams 		c) investigate good and poor conductors of electricity
			d) identify electrical appliances in homes and their uses
			e) describe safety measures when dealing with electricity
			f) demonstrate safety measures when there is lightning
UNIT	7.0: SOIL	8.3	Content
TOPIC	7.1: Soil fertility	8.3.1	Sources of electricity
7.2	Specific Objectives		<ul style="list-style-type: none"> • Batteries (torch and car battery) • Bicycle dynamos • Hydro-electric generators • Petrol and diesel-driven generators • Geothermal generators • Wind-driven turbines • Solar energy (panels)
	By the end of this topic, the learner should be able to:		Hint: Details of the processes involved in the production of electricity not required
	a) explain the meaning of fertilizer	8.3.2	Simple electric circuit
	b) classify fertilizers into straight and compound	8.3.3	Good and bad conductors of electricity
	c) identify different types of manures	8.3.4	Electrical appliances at home and their uses
	d) state the advantages and disadvantages of manures and fertilizers		<ul style="list-style-type: none"> • an iron • radio • television
7.3	Content		
7.3.1	Meaning of fertilizer		
7.3.2	Types of fertilizers		
	<ul style="list-style-type: none"> • straight fertilizers • compound fertilizers 		

- cooker
 - electric kettle
- 8.3.5 Safety when dealing with electricity
- not touching switches with wet hands
 - not putting sticks, pencils and wires in sockets
 - not overloading sockets
- 8.3.6 Lighting and safety measures
- fitting lighting arresters
 - avoid walking in open fields when it is raining
 - not sheltering under trees when raining

UNIT 9.0: PROPERTIES OF MATTER

TOPICS 9.1:

- i) **Dissolving solids in water**
- ii) **Mixing liquids**
- iii) **Magnetic and non-magnetic materials**
- iv) **Separating mixtures**

9.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) identify solids that dissolve and those that do not
- b) identify liquids which mix and those that don't mix
- c) identify magnetic and non-magnetic materials
- d) separate mixtures

9.3 Content

- 9.3.1 Dissolving solids in water (sugar, salt, sand, flour)

- 9.3.2 Mixing liquids (water, kerosene, fresh milk and cooking oil)
- 9.3.3 Magnetic and non-magnetic materials
- 9.3.4 Separating mixtures
- winnowing
 - sieving
 - picking
 - filtering
 - decanting
 - use of magnets
 - evaporation

UNIT 10.0: MAKING WORK EASIER

TOPICS 10.1:

- i) **Friction**
- ii) **Parts of a lever**

10.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) investigate friction
- b) state advantages and disadvantages of friction
- c) demonstrate ways of reducing and increasing friction
- d) identify positions of fulcrum, load and effort in different levers

10.3 Content

- 10.3.1 Meaning of friction
- 10.3.2 Advantages and disadvantages of friction
- 10.3.3 Increasing and reducing friction.
- 10.3.4 Position of the fulcrum, load and effort in the following levers when in use
- claw hammer
 - crowbar
 - wheelbarrow, spade

STANDARD EIGHT

UNIT	1.0: HUMAN BODY	Hint:	Names of blood vessels not required
TOPICS	1.1: i) Reproduction in human beings ii) Excretory system	UNIT	2.0: HEALTH EDUCATION
1.2	Specific Objectives By the end of this topic, the learner should be able to: a) explain fertilization in human beings b) discuss the development of the foetus c) describe the process of birth d) identify the main excretory organs and their waste products	TOPIC	2.1: i) Sexually transmitted infections ii) Control of HIV and AIDS
1.3	Content:	2.2	Specific Objectives By the end of this topic, the learner should be able to: a) explain the meaning of sexually transmitted infection b) give examples of sexually transmitted infections c) describe cause and prevention of some sexually transmitted d) identify control measures for HIV and AIDS
1.3.1	Fertilization		
1.3.2	Foetal development • zygote • embryo • foetus Hint: Include the functions of placenta, umbilical cord and amniotic fluid	2.3	Content
1.3.3	Process of birth	2.3.1	Meaning of sexually transmitted infections (STI's)
1.3.4	Excretory organs and waste products • skin (epidermis, dermis, sweat glands, waste product-sweat) • lungs (nose, trachea, waste product-carbon dioxide) Hint: Details of the structure of the lung, alveoli, exchange of gases not required. • kidney (external appearance of kidney, urethra, bladder, urethra urine)	2.3.2	STI's, cause signs, symptoms and prevention of: • Syphilis • Gonorrhea • Chancroid Hint: Details of causative organism not required
		2.3.3	Control measures for HIV and AIDS such as: • creating public awareness on HIV/AIDS • campaigns through various media waste products education • Voluntary Counselling and testing

UNIT 3.0: PLANTS

TOPICS	3.1: i) Adaptations of plants ii) Crop diseases
3.2	Specific Objectives By the end of the topic, the learner should be able to: a) explain how plants are adapted to their environments b) identify signs of unhealthy crops c) state effects of crop diseases
3.3	Content
3.3.1	Adaptations of plants to their environment <ul style="list-style-type: none"> • dry areas • wet areas
3.3.2	Signs of unhealthy crops diseases <ul style="list-style-type: none"> • stunted growth • discolouration on growing leaves, ears, stem • curled leaves • wilting • spot /streaks
3.3.3	Effects of crop diseases <ul style="list-style-type: none"> • lower yields • reduced quality produce

UNIT 4.0: ANIMALS

TOPICS	4.1: i) Adaptation of animals ii) Livestock diseases
4.2	Specific Objectives By the end of the topic, the learner should be able to: a) explain how animals adapt to the environment b) identify signs of ill health in livestock c) State effects of ill health

4.3	Content
4.3.1	Feeding habits of mammals (two examples of each) <ul style="list-style-type: none"> • herbivores • carnivores • omnivores Hint: Structures of jaws and dental formula not required.
4.3.2	Adaptation of beaks of birds to feeding <ul style="list-style-type: none"> • grain eater (chicken) • filter feeder (duck) • flesh eater (eagle, hawk) • nectar feeder (sunbird)
4.3.3	Movement <ul style="list-style-type: none"> • lying (presence of wings and streamlined body) • swimming (fins, webbed feet and streamlined body) • hopping and leaping(strong hind legs)
4.3.4	Signs of ill health in livestock <ul style="list-style-type: none"> • stunted growth • loss of weight • reduced yields • rough coat • coughing • blood in stool
4.3.5	Effects of livestock <ul style="list-style-type: none"> • lower yields • reduced quality produce • lower yields • reduce quality of products • transmission of diseases to human beings • death

UNIT 5.0: WATER

TOPICS 5.1:

- i) Soft and hard water
- ii) Softening hard water

5.2

Specific Objectives

By the end of this topic, the learner should be able to:

- a) state the difference between soft and hard water
- b) investigate disadvantages of hard water
- c) soften hard water by boiling

5.3

Content

5.3.1

Difference between soft and hard water (lathering only)

5.3.2

Disadvantages of hard water

5.3.3

Softening hard water by boiling

UNIT 6.0: ENVIRONMENT

TOPICS 6.1:

- i) Soil pollution
- ii) Soil conservation
- iii) Air pollution

6.2

Specific Objectives

By the end of this topic, the learner should be able to:

- a) explain meaning of soil pollution
- b) describe the meaning of soil conservation
- c) explain the meaning of soil conservation
- d) describe soil conservation methods
- e) practice soil conservation
- f) describe how air gets polluted
- g) state effects of air pollution
- h) identify ways in which air pollution can be controlled
- i) appreciate the need to maintain and use the resources in the environment wisely

6.3

6.3.1

Content

Meaning of soil pollution

6.3.2

Effects of soil pollution

- on plants
 - on animals (small animals in soil and bacteria)
- Meaning of soil conservation
- Soil conservation methods
- avoid excess use of fertilizers and pesticides
 - avoid dumping of industrial waste on soil
 - avoid burning vegetation cover
 - mulching
 - cover crops
 - terracing
 - contour farming
 - tree planting
 - gabions
 - controlled grazing /proper stocking

6.3.5

Ways in which air is polluted

- smoking cigarettes
- burning tyres and plastic materials
- gases from vehicle exhausts
- spraying farm chemicals
- aerosol sprays
- industrial waste gases

6.3.6

Effects of air pollution

- on plants
- on animals
- on non-living things(damaging roofs made of corrugated iron sheets)

6.3.7

Ways of controlling air pollution

- not smoking cigarettes
- not burning tyres and plastic materials
- driving vehicles with well maintained engines
- reducing use of farm chemicals

	<ul style="list-style-type: none"> avoiding use of harmful aerosol sprays treating waste industrial gases to make them safe
UNIT	7.0: FOOD AND NUTRITION
TOPICS	7.1: <ul style="list-style-type: none"> i) Nutritional requirement for special groups ii) Food poisoning
7.2	Specific Objectives By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify nutritional requirements for special groups b) name causes of food poisoning c) prevent food poisoning
7.3	Content
7.3.1	Nutrition for pregnant and lactating mothers
7.3.2	Nutrition for infants value of breast milk
7.3.3	Nutrition for people with HIV/AIDS
7.3.4	Causes of food poisoning <ul style="list-style-type: none"> chemicals micro-organisms(bacteria, viruses) Hint: Details of procedures and names of chemical, and other poisoning agents not required
7.3.5	ways of preventing food poisoning

UNIT	8.0: ENERGY
TOPICS	8.1: <ul style="list-style-type: none"> i) Meaning of energy ii) Transformation of energy iii) Conservation of energy
8.2	Specific Objectives By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) explain what energy is b) describe the different types of energy c) describe transformation of energy d) state methods of conserving energy e) appreciate the need to conserve energy
8.3	Content
8.3.1	Meaning of energy
8.3.2	Different types of energy <ul style="list-style-type: none"> chemical heat light magnetic electricity sound
8.3.3	Transformation of energy <ul style="list-style-type: none"> electric circuit food burning fuels radio simple electromagnet
8.3.4	Methods of conserving energy <ul style="list-style-type: none"> using energy sparingly using energy efficient devices using renewable energy (wind, sun, biogas, planting trees)

UNIT 9.0: MAKING WORK EASIER

TOPIC 9.1: Simple machines

9.2 Specific Objectives

By the end of this topic, the learner should be able to:

- a) investigate how inclined planes make work easier
- b) investigate how single fixed pulleys make work easier

9.3 Content

9.3.1 Inclined planes

- Ladder
- Staircase
- A road winding up a hill

9.3.2 Single fixed pulley

- Uses of single fixed pulleys such as on the flag post

TEACHING /LEARNING EXPERIENCES

- Observation
- Demonstration
- Discussion
- Question and answer
- Drawing
- Practicals
- Projects
- Visits
- Nature walks
- Modeling

NB: Learners should be more exposed to carry out most of the activities so that they can gain such scientific skills such as

- Observation
- Classifying
- Estimating Measuring
- Predicting
- Recording
- Analysing, interpreting and organizing data
- Identifying variables
- Designing experiments

RESOURCES

Real items

- Living things – plants and animals
- Non-living things such as
 - Metals- batteries, wires nails and tins
 - Non-metals- wood, charcoal, plastics, rubber, paper, glass, fibres, soap bulbs and candles
 - Liquids – water, ink, milk, kerosene

- Posters
- Charts
- Pictures
- Photographs
- Audio tapes
- Video tapes
- Films
- Environment
- Guest speakers

ASSESSMENT

Continuous assessment of the pupils is necessary during the coverage of the Science course. This will enable the teacher to identify the slow and quick learners and offer the assistance required. The assessment will also tell the teacher whether or not the objectives of the course are being achieved.

Some of the methods that the teacher can use to assess pupils are:

1. Observation

The teacher observes pupils at work either individually or in groups. This method is the most common in lower primary classes where pupils have not learnt how to write. The teacher should also assess the finished products made by pupils and award marks. Through observation, the teacher can also tell which skills pupils have acquired. Observation should also be done by the teacher to check on the pupils development of attitudes

2. Oral questioning

The teacher should carefully plan questions to ask pupils. These should include recall type as well as higher level of thinking e.g. reasoning and evaluation questions.

3. Written Test /Examination

The teacher should always mark pupil's written work and go over the corrections with them.

4. Project Work

This should be assessed by the teacher and marks awarded to groups or individuals.

Whatever method of assessment the teacher uses, he/she should always have the child at the centre of his /her planning.

SOCIAL STUDIES

INTRODUCTION

Social Studies is the study of people and the environment in which they live. The environment contains resources that enable people to survive. As the people live and work together, they establish systems to facilitate relationship. Social Studies therefore, provides opportunities for learners to understand their environment and participate effectively in its activities. The course aims at providing the learners with knowledge, skills, desired attitudes and values, necessary in preparing them to live appropriately in the physical and social environments. These also enables them to live as informed, knowledgeable and participating members of their local communities, nation and the world. Social Studies provides the learners with opportunity to appreciate the changing environment in which they live and realization of own place, privileges, rights and responsibilities as citizens. The knowledge gained exposes the learner to a broad variety of opinions and lifestyles. This process therefore facilitates the formulation, affirmation or reassessment of beliefs.

It is hoped that through Social Studies, the learners will be able to understand the relationship between causes and effects of various social issues. The course aims at facilitating the learners to have respect for duty and public property which will in turn enable them to live and work in harmony. The detailed study of the physical environment and the resources therein, aims at making the learners understand and appreciate the need for and importance of environmental conservation.

Social Studies attempts to explain to the learners their relationship with other people, institutions and their environment. The learner live in a family, play in a peer group, and make decisions about how they will relate with other people. The course also provides the learners with skills for productive problems solving, decision making, assessing issues and making of balanced value judgement.

GENERAL OBJECTIVES

1. By the end of the course, the learner should be able to:
2. Recognize and appreciate the family as an important social institution
3. Understand, use and manage the immediate environment for individual and national development
4. Develop awareness of the evolution of man and appreciate the stage of human development
5. Acquire knowledge of and show appreciation for the historical background of our communities
6. Acquire knowledge of and show appreciation for desirable values
7. Acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them properly
8. Understand the structure and functions of the government of Kenya and demonstrate ability to participate in its operation
9. Understand and appreciate the rights of the individual and responsibility to the attainment of social justice
10. Identify, understand and respect own and other people's culture
11. Recognize and understand the need for and importance of interdependence of people and nations
12. Acquire knowledge and skills necessary to understand and analyse population issues which affect the quality of life of the people of Kenya
13. Understand and show appreciation for the love for and loyalty to the nation
14. Be willing and able to resolve disputes in and out of school
15. Understand and promote awareness and importance of democracy in society
16. Identify and promote economic activities in the society
17. Understand and use map reading skills to interpret information

STANDARD ONE

THEME: LIVING TOGETHER IN OUR HOME AND SCHOOL

UNIT 1.0: OUR HOME

1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state what a home is
- b) list different types of houses
- c) name materials used in building houses
- d) identify different part of a house
- e) state the uses of different parts of a house
- f) list things found in each part of a house
- g) state the importance of house
- h) name dangerous things in the home
- i) state the uses of different types of implements in the home
- j) identify ways of keeping dangerous things in the home safely
- k) suggest safe methods of handling fire

1.3 Content

- 1.2.1 A home
- 1.2.2 Types of houses found in different places
- 1.2.3 Materials used in building houses
- 1.2.4 Parts of a house and their uses
- 1.2.5 Importance of houses
- 1.2.6 Implements in the home
- 1.2.7 Safety in the home

UNIT: 2.0: OUR FAMILY

2.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) give the meaning of a family
- b) state different types of family
- c) name members of each type of family
- d) state how family members relate to each other
- e) identify roles and responsibilities of family members
- f) appreciate the contributions of family members in sharing our responsibilities
- g) identify celebrations in the family

2.2 Content

- 2.2.1 Meaning of family
- 2.2.2 Types of families
- 2.2.3 Members of a family
- 2.2.4 How family members relate with one another
- 2.2.5 Roles and responsibilities of family members
- 2.2.6 Family celebrations

UNIT 3.0: OUR FAMILY NEEDS AND CHILD RIGHTS

3.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) list family needs
- b) state ways of meeting family needs
- c) state the problems faced in meeting family needs
- d) appreciate the efforts of family members in meeting family needs

- e) suggest possible ways of solving the problems faced in meeting family needs
- f) state the importance of basic needs to a child
- g) explain the importance of being loved by family members
- h) state the importance of expressing their opinion
- i) appreciate the love from family members
- j) state the importance of good behavior in the family
- k) list the rights of a child

3.2 Content

- 3.2.1 Family needs
- 3.2.2 How to meet family needs
- 3.2.3 Problems/challenges in meeting family needs
- 3.2.4 Solutions to the challenges/problems
- 3.2.5 Care and handling of children in the family
- 3.2.6 Good behavior in the family
- 3.2.7 Child rights

UNIT 4.0: OUR FAMILY POSSESSIONS

4.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name the types of animals owned by the family
- b) list the things found in the house
- c) identify ways in which families earn their living
- d) identify other family possessions
- e) state the importance of family possessions
- f) state ways of caring for family possessions
- g) identify ways of keeping their home clean and safe

- h) appreciate the importance of keeping their home clean and safe

4.2 Content

- 4.2.1 Animals – Pets, livestock
- 4.2.2 Things found in the house
- 4.2.3 What the family members so to earn a living
- 4.2.4 Care of family possessions
- 4.2.5 Keeping our home clean and safe

UNIT: 5.0: OUR SCHOOL

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) give the name of the school
- b) state when their school was started
- c) appreciate the development of their school
- d) identify the symbols of their school
- e) appreciate the importance of the symbols of their school
- f) identify the different groups of people in the school
- g) state the different roles of people in the school
- h) identify the position of their classroom in relation to other classes
- i) draw the seating arrangement of the class
- j) name other things found in their classroom
- k) identify different members of their class
- l) state the class rules
- m) appreciate the importance of class rules
- n) identify the roles of members of their class
- o) state ways of keeping their classroom clean
- p) appreciate the importance of keeping their class clean

- q) state different ways of taking care of things in their classroom
- r) appreciate the need for taking care of things in their classroom
- s) identify parts of class timetable
- t) state the importance of the class timetable
- u) appreciate the importance of a class timetable

5.2 Content

- 5.2.1 Name the school, history of the school,
- 5.2.2 Symbols of the school and their importance
- 5.2.3 Our school routine
- 5.2.4 The people in the school and their roles
- 5.2.5 Our classroom
- 5.2.6 Members of our class
- 5.2.7 Seating arrangement
- 5.2.8 Class rules
- 5.2.9 Our roles as members of our class
- 5.2.10 Keeping our classroom clean
- 5.2.11 Taking care of things in our classroom
- 5.2.12 The class timetable

UNIT 6.0: SAFETY ON THE WAY TO AND FROM SCHOOL

6.1 Specific Objectives:

By the end of the topic, the learner should be able to:

- a) state how to use the road safely
- b) demonstrate safe use of the road
- c) identify the dangers of accompanying strangers
- d) state the dangers of talking to strangers

6.2 Content

- 6.2.1 Different ways of travelling to school
- 6.2.2 How to use the road safely
- 6.2.3 Dangers of talking and accompanying strangers

UNIT 7.0: IMPORTANT FEATURES ON THE WAY TO SCHOOL

7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify important features on their way to school
- b) list the identified features
- c) state the importance of the features to the people living near them

7.2 Content

- 7.2.1 Features seen along the way
- 7.2.2 Importance of the features to the people living near them

STANDARD TWO

THEME: LIVING TOGETHER IN OUR SCHOOL AND OUR NEIGHBOURHOOD

UNIT 1.0: OUR SCHOOL

1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state where the school is found
- b) point the direction of his/her home from the school
- c) name buildings found in the school
- d) name the identify things found in the school

1.2 Content

- 1.2.1 Location of the school e.g. valley of plains
- 1.2.2 Direction of home from the school
- 1.2.3 Buildings in the school
- 1.2.4 Things found in the school

UNIT 2.0: OUR SCHOOL ENVIRONMENT

2.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) state the difference between a map and a picture
- b) describe how the land of the school is
- c) describe the weather experienced around the school

2.2 Content

- 2.2.1 Difference between a map and a picture
- 2.2.2 Map of the school
- 2.2.3 How the land of the school is
- 2.2.4 The weather experienced around the school

UNIT 3.0: ACTIVITIES IN THE SCHOOL

3.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) appreciate the need to learn
- b) list different ways of playing
- c) state the importance of playing
- d) name the games that take place in school
- e) list ways of keeping the school clean
- f) participate in cleaning of the school
- g) state ways of keeping order in the school

3.2 Content

- 3.2.1 Learning
- 3.2.2 Playing
- 3.2.3 Keeping the school clean
- 3.2.4 Ways of keeping order in the school

UNIT 4.0: OUR NEEDS AT SCHOOL

4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name the items required at school for learning
- b) state their need at school
- c) state the sources of their needs in the school
- d) state the problems experienced in trying to meet their needs at school
- e) state solutions to problems experienced in meeting their needs at school
- f) state ways of caring for school property
- g) appreciate the need to take care of school property

4.2 Content

- 4.2.1 Requirements at school
- 4.2.2 Our needs at school
- 4.2.3 Sources of school requirements
- 4.2.4 Problems faced in meeting school needs
- 4.2.5 Solutions to these problems
- 4.2.6 Care of our school property

UNIT 5.0: SAFE TRAVEL TO AND FROM SCHOOL

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) state ways of riding a bicycle safely
- b) state the basic road signs
- c) appreciate the importance of basic road signs
- d) state the dangers to be avoided on the road

5.2 Content

- 5.2.1 How to ride a bicycle safely
- 5.2.2 Basic road signs
- 5.2.3 Dangers to be avoided on the road
 - strangers
 - dangerous animals, insects, plants

UNIT 6.0: OUR SCHOOL COMMUNITY

6.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) give names of pupils, teachers and workers in the school
- b) state the number of the people in the school
- c) state the role of pupils in the school
- d) state the role of the teachers and workers in the school
- e) state the role of the school committee in the school

6.2 Content

- 6.2.1 Names of pupils, teachers and workers
- 6.2.2 The school population
- 6.2.3 Our role as pupils of the school
- 6.2.4 Role of teachers and workers
- 6.2.5 The role of the school committee

UNIT 7.0: CHILD PROTECTION

7.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify rights of a child
- b) identify ways of child abuse at home and school
- c) appreciate the problems associated with child abuse
- d) state ways of protecting a child from abuse

7.2 Content

- 7.2.1 Child Rights
- 7.2.2 Types of child abuse in the home
- 7.2.3 Types of child abuse in the school
- 7.2.4 Ways of providing child protection

UNIT 8.0: OUR SCHOOL NEIGHBOURHOOD

8.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name physical features around the school
- b) identify communities living in the school neighbourhood
- c) identify types of dwellings and the materials used
- d) list needs of the people living around the school
- e) state how people around the school meet their need
- f) state various ways in which their school relates with the community

- g) state social activities in the school neighbourhood
- h) state the administrative unit in their location
- i) appreciate the role of administration in the location
- j) state the hierarchy of administration in their location

8.2 Content

- 8.2.1 Physical features around the school
- 8.2.2 Communities in the school neighbourhood
- 8.2.3 Types of dwellings and materials used
- 8.2.4 Needs of the people
- 8.2.5 How people meet their needs
- 8.2.6 How the school related with the community
- 8.2.7 Social activities
- 8.2.8 Administrative units
- 8.2.9 Role and hierarchy of administration in the location

UNIT 9.0 RESOURCES IN THE LOCATION

9.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) list the main resources found in their location
- b) name the main economic activities in the location
- c) state the proper use of resources
- d) name commercial centres in their location

9.2 Content

- 9.2.1 The main resources in the location
- 9.2.2 The main economic activities in the location
- 9.2.3 Proper use of resources
- 9.2.4 Commercial centres in the location

STANDARD THREE

THEME: LIVING TOGETHER IN THE DISTRICT

UNIT 1.0: PHYSICAL ENVIRONMENT

1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the use of compass points
- b) give direction of different places and features in their use of compass points
- c) name the four cardinal points of the compass
- d) describe the position of the division and district
- e) name and locate the physical features found in the division and district
- f) list the importance of the physical features to the people of the division and district
- g) appreciate the importance of the physical features

1.2 Content

- 1.2.1 Direction – 4 Cardinal Points
- 1.2.2 Use of compass points
- 1.2.3 Position of their division and district
- 1.2.4 Physical features in the division and district
- 1.2.5 Importance of physical features to the people

UNIT 2.0: WEATHER AND SEASONS IN THE DISTRICT

2.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the meaning of weather
- b) list the elements of weather
- c) state weather changes in their division district

- d) state how weather affects human activities, animals and plants
- e) list ways of protecting ourselves from bad weather
- f) state the seasons of the year experienced in the district
- g) state how different seasons affect the human activities in the division /district

2.2 divisions and district by the

2.2.1 Meaning of weather

2.2.2 Elements of weather: rain, sunshine, wind and clouds

2.2.3 Changes in weather

2.2.4 Effects of weather on human activities, animals and plants

2.2.5 Ways of protecting ourselves from bad weather

2.2.6 Seasons of the year

2.2.7 Effects of seasons on human activities

UNIT 3.0: COMMUNITIES LIVING IN THE DISTRICT

3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) list down the language groups found in the district
- b) narrate their stories or origin
- c) identify the culture of the people in the district
- d) state different ways in which people in the district depend on one another

3.2 Content

3.2.1 Main language groups in the district

3.2.2 Their stories of origin

3.2.3 Their culture

3.2.4 Interdependence among people

UNIT 4.0: OUR NEED IN THE DISTRICT

4.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name the types of needs in the district
- b) state how the needs in the district are met
- c) state the difficulties experienced in meeting our needs
- d) appreciate the efforts being made to solve these problems
- e) suggest ways of protecting children from abuse

4.2 Content

- 4.2.1 Our needs in the district
- 4.2.2 How we meet our needs
- 4.2.3 Difficulties in meeting our needs
- 4.2.4 Efforts in solving these problems
- 4.2.5 Protection of children against abuse in the home and school

UNIT 5.0: ADMINISTRATION IN THE DISTRICT

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name the administrative units in the district
- b) name the leaders of the administrative units
- c) describe the hierarchy of leaders in administration
- d) state and appreciate the role of leaders in administration
- e) state and appreciate the role of the community in administration
- f) appreciate the importance of law and order in society
- g) demonstrate respect for the law and order

5.2 Content

- 5.2.1 Administrative units
- 5.2.2 Hierarchy of leaders
- 5.2.3 Role of leaders in administration
- 5.2.4 Role of the community in administration
- 5.2.5 Importance of law and order

UNIT 6.0: RESOURCES AND ECONOMIC ACTIVITIES

6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) list resources found in the district
- b) suggest proper use of resources
- c) state ways in which resources are misused
- d) state the effect of misusing resources
- e) appreciate the importance of conserving resources
- f) state the importance of conserving resources
- g) identify main economic activities practiced in the district
- h) appreciate importance of economic activities in the district
- i) name the main commercial centres in the district
- j) locate the main commercial centres
- k) identify the main means of travel in the district

6.2 Content

- 6.2.1 Resources in the district
- 6.2.2 Proper use of resources
- 6.2.3 Misuse of resources
- 6.3.4 Effects of misusing our resources
- 6.2.5 Importance of conserving resources
- 6.2.6 Economic activities in the district
- 6.2.7 Benefits of economic activities
- 6.2.8 Commercial centres in the district
- 6.2.9 Main means of travel in the district

UNIT 7.0: CARING FOR THE ENVIRONMENT

7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state ways in which people with special needs should be cured for
- b) state the importance of caring for water sources
- c) list proper ways of using water
- d) state how water sources may be protected
- e) state how vegetation should be cared for
- f) list ways in which animals should be cared for

7.2 Content

- 7.2.1 Caring for people with special need
- 7.2.2 Caring for water sources
- 7.2.3 Caring for vegetation
- 7.2.4 Caring for animals

STANDARD FOUR

THEME: LIVING TOGETHER IN OUR PROVINCE

UNIT 1.0: PHYSICAL ENVIRONMENT

1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the position of the province
- b) estimate the size of the province
- c) draw the map of the province
- d) name the eight compass points
- e) draw the eight compass points
- f) use the eight compass points to describe the position of places
- g) name the districts in the province
- h) identify and locate the major physical features in the province
- i) appreciate the importance of physical features
- j) identify the main types of vegetation
- k) locate the main vegetation in the map of the province
- l) state the importance of vegetation
- m) list the main elements of weather
- n) use the weather instruments to record weather
- o) collect /observe, measure and record weather
- p) use weather data to interpret weather
- q) make simple records of weather
- r) state how weather influence human activities

1.2 Content

- 1.2.1 Position, size and shape of our province
- 1.2.2 Eight compass points
- 1.2.3 Districts making up our province
- 1.2.4 Main physical features
- 1.2.5 Importance of physical features
- 1.2.6 Main types of vegetation
- 1.2.7 Importance of vegetation
- 1.2.8 Elements of weather - temperature, winds, rainfall
- 1.2.9 Weather measuring instruments – wind vane, thermometer and rain gauge
- 1.2.10 Simple records of weather, weather charts
- 1.2.11 Influence of weather on human activities

UNIT 2.0: PEOPLE AND POPULATION

2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the main language groups in the province
- b) identify the settlement areas of the language groups
- c) identify the districts where the language groups in the province are found
- d) describe population distribution in the province
- e) identify factors that influence population distribution in the province
- f) identify the great name in the province
- g) appreciate the contribution of great names in the society

2.2 Content

- 2.2.1 Main language groups in the province
- 2.2.2 The districts in which the language groups are found
- 2.2.3 Population distribution in the province
- 2.2.4 Factors influencing population distribution
- 2.2.5 Great names in the province in the past and present
- 2.2.6 Contribution of the great mass

UNIT 3.0: SOCIAL RELATIONS AND CULTURAL ACTIVITIES

3.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify the moral laws in the society
- b) explain how moral laws were used in moulding the society
- c) appreciate the importance of moral laws in society
- d) describe the culture of the people in the province
- e) identify the various ceremonies and festivals held in the province
- f) appreciate the role of the ceremonies and festivals in the province
- g) name the famous medicine people in the province
- h) identify and appreciate the role played by traditional
- i) name the prophets and rain-makers in the province
- j) identify and appreciate the role played by the prophets
- k) identify activities in which people work together in the community
- l) state the importance of working together
- m) appreciate the importance of working together

- n) state types of families
- o) draw the family tree
- p) identify roles and responsibilities of family members

3.2 Content

- 3.2.1 Moral laws
- 3.2.2 Culture
- 3.2.3 Ceremonies and festivals
- 3.2.4 Medicine and health: traditional medical practices, famous medicine people and their role in society
- 3.2.5 Traditional prophets and rain makers
- 3.2.6 Working together for the benefit of the community
- 3.2.7 The family
 - Types of families
 - The family tree
 - Roles and responsibilities of family members

UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES

4.1 Agriculture

4.1.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name the cash crops and food crops grown in the province
- b) state where the crops are grown
- c) state the uses of the crops
- d) outline the contribution of the crops to the economy
- e) identify areas where beef, dairy and poultry farming are practiced
- f) state the importance of beef, dairy and poultry farming

4.1.2 Content

- 4.1.2.1 The main cash and food crops
- 4.1.2.2 Beef farming
- 4.1.2.3 Dairy farming
- 4.1.2.4 Poultry farming

4.2 Forestry

4.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify types of forests
- b) locate the major forests
- c) state the uses of trees
- d) state the importance of conserving forests
- e) develop a sense of responsibility for conserving forests

4.2.2 Content

- 4.2.2.1 Types of forests
- 4.2.2.2 Distribution of forests
- 4.2.2.3 Uses of trees
- 4.2.2.4 Deforestation
- 4.2.2.5 Forest conservation measures

4.3 Wildlife and Tourism

4.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the various types of wild animals and birds found in their province
- b) name and locate the major game parks
- c) explain the importance of wildlife
- d) identify wildlife conservation measures
- e) name major tourist attractions
- f) state the importance of tourism

4.3.2 Content

- 4.3.2.1 Types of animals and birds
- 4.3.2.2 Major game parks – national parks, national reserves

- 4.3.2.3 Wildlife conservation measures

- 4.3.2.4 Tourist attractions
- Importance of tourism

4.4 Industries

4.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and locate the traditional industries
- b) name products made from traditional industries
- c) state the reasons that led to the establishment of jua kali industries
- d) name products made from jua kali industries

4.4.2 Content

- 4.4.2.1 Traditional Industries
- 4.4.2.2 Jua Kali industries

4.5 Trade

4.5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) describe traditional forms of trade
- b) state the items of trade used in traditional trade
- c) describe the inter- community trade in the province
- d) name the major trading centres and towns
- e) identify problems facing trade in the province

4.5.2 Content

- 4.5.2.1 Traditional forms of trade and items of trade
- 4.5.2.2 Inter-community trade and markets established
- 4.5.2.3 Major trading centres and towns in the province
- 4.5.2.4 Problems facing trade in the Province

4.6 Transport and Communication

4.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the traditional forms of transport
- b) describe modern forms of transport
- c) identify major road signs
- d) state causes of road accidents
- e) suggest ways of preventing road accidents
- f) list the traditional forms of communication
- g) list the modern forms of communication

4.6.2 Content

- 4.6.2.1 Traditional forms of transport
- 4.6.2.2 Modern forms of transport
- 4.6.2.3 Road Safety
- 4.6.2.4 Traditional forms of communication
- 4.6.2.5 Modern forms of communication

UNIT 5.0: CITIZENSHIP

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) state how one can become a Kenyan citizen
- b) identify elements of good citizenship
- c) demonstrate traits of a good citizen
- d) identify responsibilities of good citizens

5.2 Content

- 5.2.1 Requirements for one to become a Kenyan citizen
- 5.2.2 Elements of good citizenship

- 5.2.3 Responsibilities of good citizens

UNIT 6.0: DEMOCRACY AND HUMAN RIGHTS

6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) define democracy
- b) explain the importance of democracy
- c) appreciate the importance of democracy
- d) identify types of human rights
- e) demonstrate respect for human rights

6.2 Content

- 6.2.1 Meaning of democracy
- 6.2.2 Importance of democracy
- 6.2.3 Human Rights

UNIT 7.0: LAW, PEACE AND RECONCILIATION

7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the importance of law and order
- b) state the importance of peace in the society
- c) state causes of conflict in society
- d) suggest ways of resolving conflicts in and out of school.

7.2 Content

- 7.2.1 Importance of law and order
- 7.2.2 Importance of peace in society
- 7.2.3 Causes of conflicts
- 7.2.4 Resolving conflicts

UNIT 8.0: THE GOVERNMENT OF KENYA

8.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) outline the administrative structure in the province
- b) state the role of administration officers
- c) state the importance of administration
- d) appreciate the role of administration in society

- e) list the types of society services available in their province
- f) state the importance of society services
- g) state the problems encountered in the provision of social services

8.2 Content

- 8.2.1 Administration in the province
- 8.2.2 Role and importance of administration
- 8.2.3 Social services in the province
- 8.2.4 Problems encountered in the provision of social services

STANDARD FIVE

THEME: LIVING TOGETHER IN OUR COUNTRY KENYA

UNIT 1.0: THE PHYSICAL ENVIRONMENT

1.2.2 Content

1.1.2.1 Main physical features of Kenya

1.1.2.2 Relief regions

1.1.2.3 Influence of physical features on human activities

1.1 Position, size and shape of Kenya

1.1.2 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) draw a map of Kenya
- b) describe the position of Kenya in relation to her neighbours
- c) state the area of Kenya
- d) describe the shape of Kenya
- e) identify elements of a map and use them appropriately
- f) use 16 compass points to describe direction of places
- g) draw the 16 compass points

1.1.3 Content

1.1.3.1 Elements of a map (title, direction, frame, key, scale and their uses)

1.1.3.2 16 compass points e.g. N, NNE, NE, E

1.2 Physical features

1.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and locate the main physical features found in Kenya
- b) identify and describe the relief regions of Kenya
- c) explain the influence physical features have on human activities
- d) appreciate how physical features affect the people living near them

1.3 Climate

1.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) explain the difference between weather and climate
- b) measure and record rainfall, temperature and wind
- c) explain the factors that influence the climate of Kenya
- d) identify and locate climatic regions of Kenya
- e) explain the influence of climate on human activities
- f) identify factors influencing climate change
- g) explain the impact of climate change on human activities

1.3.2 Content

1.3.2.1 Weather and climate

1.3.2.2 Measuring and recording weather elements – rainfall, temperature, winds

1.3.2.3 Factors influencing climate

1.3.2.4 Climatic regions

1.3.2.5 Influence of climate on human activities

1.3.2.6 Factors influencing climate change

1.3.2.7 Impact of climate change on human activities

- 1.4 Vegetation**
1.4.1 Specific Objectives
 By the end of this topic, the learner should be able to:
- identify the types of vegetation in Kenya
 - locate the types of vegetation
 - state the importance of vegetation

- 1.4.2 Content**
1.4.2.1 Types of vegetation
1.4.2.2 Importance of vegetation

UNIT 2.0: PEOPLE AND POPULATION

- 2.1 Specific Objectives:**
 By the end of this topic, the learner should be able to:
- name and classify the main language groups in Kenya
 - name other communities found in Kenya
 - describe the origin of the language groups
 - indicate the migration routes of the language group
 - identify the settlement of the language groups
 - describe the structure and composition of the population of Kenya
 - describe the structure and composition of the population of Kenya
 - describe the distribution of population in Kenya
 - identify factors influencing population distribution
 - identify sources of population data in Kenya
 - explain the importance of population data

- 2.2 Content**
2.2.1 Main language groups - Bantu, Nilotes, Cushites, other groups
2.2.2 Origin, migration and settlement of the language groups
2.2.3 The population of Kenya
2.2.4 Population Distribution
2.2.5 Sources of population data
2.2.6 Importance of population data

UNIT 3.0: SOCIAL RELATIONS AND CULTURAL ACTIVITIES

- 3.1 Specific Objectives:**
 By the end of this topic, the learner should be able to:
- describe traditional form of education in society
 - identify cultural artifacts
 - explain the significance of the cultural artifacts
 - identify other aspects of our culture that need to be preserved
 - explain the meaning of age-sets and age-groups
 - explain the composition of age-sets and age-group
 - list the functions of age-sets and age-groups
 - identify how Kenyan communities interact at present
 - identify how Kenyan communities interact at present
 - appreciate the interdependence among communities in society

- 3.2 Content**
3.2.1 Education – Traditional (informal) education
3.2.2 Cultural artifacts and their significance
3.2.3 Aspects of our culture that need to be preserved

- 3.2.4 Age-sets and Age-groups
- 3.2.5 Interaction among Kenyan communities

UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES

4.1 Agriculture

4.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe how traditional methods of farming were used in food production
- b) identify some of the subsistence crops grown in Kenya
- c) identify the conditions influencing the growth of
- d) recognize the uses and importance of growing cash crops
- e) name and locate areas where the cash crops are grown
- f) explain how irrigation is carried out in Mwea Tebere and Perkerra irrigation schemes
- g) identify the benefits of irrigation farming
- h) state the problems facing farmers in the irrigation schemes
- i) identify conditions and methods under which dairy, beef and poultry farming are carried out
- j) identify areas where beef, dairy and poultry farming
- k) state problems facing beef, dairy and poultry farming
- l) state the benefits of beef, dairy and poultry farming
- m) identify areas where pastoral farming is taking place
- n) list conditions favouring pastoralism

- o) explain the problems facing pastoral farming
- p) state new development in pastoral farming areas

4.1.2 Content

- 4.1.2.1 Traditional forms of agriculture - shifting cultivation, bush fallowing
- 4.1.2.2 Subsistence crops in Kenya maize, beans, potatoes, bananas, vegetables, sorghum, cassava
- 4.1.2.3 Cash crop in Kenya: tea, flowers, wheat, pyrethrum
- 4.1.2.4 Irrigation farming in Mwea Tebere and Perkerra Irrigation schemes
- 4.1.2.5 Beef farming
- 4.1.2.6 Dairy farming
- 4.1.2.7 Poultry farming
- 4.1.2.8 Cash Crops in Kenya

4.2 Mining

4.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and locate the major minerals of Kenya
- b) describe the methods of mining the minerals
- c) state the uses of the minerals
- d) appreciate the importance of the minerals
- e) state the effects of mining on the environment

4.2.2 Content

- 4.2.2.1 Distribution of major minerals – soda ash, fluorspar, diatomite, limestone, salt
- 4.2.2.2 Mining methods
- 4.2.2.3 Uses of the minerals
- 4.2.2.4 Contribution to economy
- 4.2.2.5 Effects of mining on the environment

4.3 Fishing

4.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and name the major fishing grounds
- b) name the types of fish caught
- c) describe the methods of fishing
- d) list fish preservation methods
- e) explain the importance of fisheries
- f) identify problems facing fisheries

4.3.2 Content

- 4.3.2.1 Fishing grounds
- 4.3.2.2 Types of fish caught
- 4.3.2.3 Methods of fishing
- 4.3.2.4 Fish preservation methods
- 4.3.2.5 Importance of fisheries
- 4.3.2.6 Problems facing fisheries

4.4 Forestry

4.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and locate types of forests in Kenya
- b) state the importance of forests
- c) state the problems facing forests in Kenya
- d) explain the effects of deforestation in Kenya
- e) identify forest conservation measure

4.4.2 Content

- 4.4.2.1 Types of Forests
- 4.4.2.2 Distribution of forests
- 4.4.2.3 Importance of forests
- 4.4.2.4 Problems facing forests
- 4.4.2.5 Effects of deforestation
- 4.4.2.6 Forest conservation measures

4.5 Wildlife and Tourism

4.5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) name and locate the national parks and national reserves in Kenya
- b) explain the importance of wildlife
- c) identify the problems facing wildlife
- d) appreciate the efforts being taken to conserve wildlife
- e) identify the main tourist attractions
- f) explain the importance of tourism
- g) identify problems associated with tourism

4.5.2 Content

- 4.5.2.1 Major National Parks and National Reserves
- 4.5.2.2 Importance of wildlife
- 4.5.2.3 Problems facing wildlife
- 4.5.2.4 Wildlife conservation measures
- 4.5.2.5 Tourist attractions
- 4.5.2.6 Importance of tourism
- 4.5.2.7 Problems associated with tourism

4.6 Trade

4.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify different business opportunities available in Kenya
- b) state the importance of trade

4.6.2 Content

- 4.6.2.1 Business opportunities in Kenya
- 4.6.2.2 Importance of trade

4.7 Industries		f) identify modern forms of communication
4.7.1 Specific Objectives		
By the end of this topic, the learner should be able to:		
a) identify factors influencing location of industries		
b) identify different types of industries and their location		
c) give reasons for the establishment of Jua Kali industries		
d) state benefits from industries		
e) state problems facing Jua Kali industries		
f) state the problems facing industries in Kenya		
g) identify the effect of industries on the environment		
4.7.2 Content		
4.7.2.1 Factors influencing location of industries	4.8.2 Content	
4.7.2.2 Types of industries:	4.8.2.1 Forms of transport- traditional and modern	
• Manufacturing	4.8.2.2 Road Safety	
• Processing	4.8.2.3 Forms of communication – traditional and modern	
• Assembly		
• Service	4.9 Urbanization	
4.7.2.3 Jua Kali industries	4.9.1 Specific Objectives:	
4.7.2.4 Benefits from industries	By the end of this topic, the learner should be able to:	
4.7.2.5 Problems facing industries	a) state the factors influencing growth of towns	
4.7.2.6 Effect of industries on the environment	b) state functions of major towns	
	c) state the problems facing urban centers	
	d) appreciate the efforts being made to solve problems in urban centres	
	4.9.2 Content	
	4.9.2.1 Factors influencing growth	
	4.9.2.2 Major towns of Nairobi, Mombasa, Kisumu, Eldoret, Thika	
	4.9.2.3 Problems facing urban centres	
	4.9.2.4 Ways of solving problems of urban centres	
4.8 Transport and Communication	UNIT 5.0: POLITICAL DEVELOPMENTS AND SYSTEMS	
4.8.1 Specific Objectives:	5.1 Specific Objectives	
By the end of this topic, the learner should be able to:	By the end of this topic, the learner should be able to:	
a) describe traditional forms of transport	a) identify and appreciate the role of traditional leaders	
b) identify and describe modern forms of transport	b) describe traditional forms of government	
c) state causes of road accidents	c) appreciate the role of traditional governments in society	
d) suggest ways of reducing road accidents		
e) identify and describe traditional forms of communication		

	<ul style="list-style-type: none"> d) explain the establishment of colonial rule e) describe colonial administration in Kenya f) state effects of colonial rule in Kenya g) describe the response of the Africans to colonial rule h) appreciate African's response to colonial rule i) recognize and explain the role of political movements and associations in the j) appreciate the role of early leaders in the struggle for independence k) explain the events leading to attainment of independence l) explain how Kenya became a Republic m) identify and explain the political development the has n) Appreciate the political development that has taken 	<ul style="list-style-type: none"> 5.2.5 Political movement and associations <ul style="list-style-type: none"> Kenya African Study Union Kenya African Union MAU MAU Movement Kenya African National Union Kenya African Democratic Union African Peoples' Party 5.2.6 Attainment of Independence <ul style="list-style-type: none"> Lancaster House Conference Attainment of Madaraka Becoming a Republic 5.2.7 Political development in Kenya since 1963 <ul style="list-style-type: none"> struggle for independence
5.2	Content	UNIT 6.0: CITIZENSHIP
5.2.1	Prominent leaders in traditional Kenyan societies <ul style="list-style-type: none"> • Masaku • Sakawa • Samoei • Mekatilili 	6.1 Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify rights and responsibilities of Kenyan citizens taken place in Kenya since independence b) explain the importance of place in Kenya since independence. good citizenship c) identify and recognize symbols of the Kenya nation
		6.2 Content
		6.2.1 Rights and responsibilities of citizens
		6.2.2 Importance of good citizenship
		6.2.3 Symbols of the Kenya Nation
5.2.2	Traditional forms of government <ul style="list-style-type: none"> • The Abawanga • The Ameru 	UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS
5.2.3	How Kenya became a nation <ul style="list-style-type: none"> • Establishment of colonial rule • Colonial administration • Effects of colonial rule 	7.1 Specific Objectives
5.2.4	African response to colonial rule Resistance – The Nandi, Ababukusu Collaboration – Mumia, Waiyaki	By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) name different types of democracy b) appreciate the importance of democracy

7.2	Content
7.2.1	Types of democracy
7.2.2	Importance of democracy
UNIT 8.0:	LAW, PEACE AND RECONCILIATION
8.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) appreciate the importance of the law and order in society b) identify the effects of lawlessness in society
8.2	Content
8.2.1	Importance of law and order
8.2.2	Factors undermining law and order
8.2.3	Effects of lawlessness in society

UNIT 9.0: THE GOVERNMENT OF KENYA

9.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) explain the process through which the constitution takes to be made, amended and reviewed b) describe the composition and functions of the Electoral Commission of Kenya c) describe the composition and functions of the three arms of the government d) identify the role of government in society e) list sources of government revenue f) describe the hierarchy and role of the provincial administration g) appreciate the role of administration in the country
9.2	Content
9.2.1	The Kenya Constitution
9.2.2	Electoral Commission of Kenya
9.2.3	Arms of the government
9.2.4	Role of the government in Society
9.2.5	Sources of government revenue
9.2.6	Administration in the country

STANDARD SIX

**THEME: LIVING TOGETHER IN
EASTERN AFRICA**

**UNIT 1.0: PHYSICAL
ENVIRONMENT**

1.1 Location

1.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name the countries neighbouring Kenya
- b) locate the countries neighbouring Kenya
- c) interpret the use of scale, colour and compass directions on maps
- d) interpret and use longitudes and latitudes
- e) state the size of the neighbouring counties
- f) describe the shape of the countries
- g) locate and describe features and human activities on a map

1.1.2 Content

- 1.1.2.1 Countries neighbouring Kenya
- 1.1.2.2 Interpreting features, human activities on a map, using scale, compass and colour
- 1.1.2.3 Longitudes and Latitudes
- 1.1.2.4 The countries of Eastern Africa
- 1.1.2.5 Position, size and shape of Eastern African

1.1. Physical features

1.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and locate major physical features
- b) describe the formation of some physical features

- c) state the importance of physical features
- d) identify and locate relief regions

1.2.2 Content

- 1.2.2.1 Major physical features
- 1.2.2.2 The formation of the Rift Valley, mountains and plateau
- 1.2.2.3 Importance of physical features
- 1.2.2.4 Relief regions

1.3 Climate

1.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and describe the climatic regions of E. Africa
- b) explain factors influencing climate
- c) identify weather measuring instruments
- d) practice the recording of weather
- e) explain how climate influences human activities
- f) identify and describe the factors influencing climate change
- g) explain how climate change may affect human activities

1.3.2 Content

- 1.3.2.1 Climatic regions of Eastern Africa
- 1.3.2.2 Factors influencing climate
- 1.3.2.3 Weather instruments - barometer, anemometer
- 1.3.2.4 Weather recording – time of observation and measurement
- 1.3.2.5 Influence of climate on human activities
- 1.3.2.6 Factors influencing climate change
- 1.3.2.7 Impact of climate change on human activities

1.4 Vegetation

1.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and classify the main language groups
- b) trace the migration routes and explain the reasons for migration
- c) identify the settlement of the main language groups
- d) explain the factors influencing population distribution
- e) describe the distribution of population
- f) identify factors influencing population growth
- g) explain the impact of rapid population growth on resources

2.2. Content

- 2.2.1 Major language groups
- 2.2.2 Migration and settlement of major language group
- 2.2.3 Population distribution
- 2.2.4 Factors influencing population growth
- 2.2.5 Impact of rapid population growth on resources

UNIT 3.0: SOCIAL RELATIONS AND CULTURAL

3.1 The school

3.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) recite the history of the school
- b) describe the school routine
- c) state and appreciate the role of the school in community development

3.1.2 Content

- 3.1.2.1 History of the school
- 3.1.2.2 Routine of the school
- 3.1.2.3 The role of the school in community development

3.2 The Family

3.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify needs of family members
- b) identify roles and responsibilities of family members

3.2.2 Content

- 3.2.2.1 Needs of family members
- 3.2.2.2 Roles and responsibilities of family members

3.3 The Clan System

3.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) explain the formation of clan
- b) identify functions of clans

3.3.2 Content

- 3.3.2.1 Formation of clans
- 3.3.2.2 Functions of clans

UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES

4.1 Agriculture

4.1.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) state the conditions of growth of major cash crops
- b) identify where the crops are grown
- c) identify contribution of cash crops to the economy

	<ul style="list-style-type: none"> d) identify areas where beef farming is carried out e) state problems facing beef farming f) state the contribution of beef farming to the economy g) state the factors influencing pastoralism h) identify the areas where pastoralism is taking place i) state problems facing pastoralism j) state developments taking place in pastoral areas 	<ul style="list-style-type: none"> f) describe the effects of mining on the environment
4.1.1	Cash crop farming <ul style="list-style-type: none"> • Coffee growing in Kenya and Ethiopia • Maize growing in Kenya and Tanzania • Banana growing in Kenya and Uganda • Sisal growing in Kenya and Tanzania • Sugar cane growing in Kenya and Sudan 	
4.1.2	Beef farming in Kenya and Tanzania	
4.1.3	Pastoralism in Kenya and Uganda	
4.2	Mining	
4.2.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify the location of the minerals b) describe how the minerals are mined c) explain the use of the minerals d) state the contribution of the minerals to the economy e) state the problems associated with mining 	4.2.2 Content <ul style="list-style-type: none"> 4.2.2.1 Distribution of major minerals – Copper in Uganda, Diamonds in Tanzania, Salt in Kenya 4.2.2.2 How the above minerals are mined 4.2.2.3 Uses of minerals 4.2.2.4 Contribution of the minerals to the economy 4.2.2.5 Problems associated with mining 4.2.2.6 Effects of mining on the environment
	4.3	Forestry
	4.3.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) locate the major forests in Eastern Africa b) state the importance of forests c) identify problems facing forests d) discuss and appreciate the efforts being made to conserve forests
	4.3.2	Content
	4.3.2.1	Distribution of forests in Eastern Africa
	4.3.2.2	Importance of forests
	4.3.2.3	Problems facing forests
	4.3.2.4	Forest conservation efforts
	4.4.	Fishing
	4.4.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify the inland fishing areas in Kenya, Uganda and Tanzania b) identify main fishing grounds c) identify types of fish caught d) state the problems facing inland fishing

- e) explain the problems facing sea fishing in Kenya and Tanzania
- f) state the contribution of fisheries to the economy

4.4.2 Content

- 4.4.2.1 Inland fishing in Uganda and Tanzania, Kenya
- 4.4.2.2 Sea fishing in Kenya and Tanzania
- 4.4.2.3 Contribution of fishing to the economy

4.5 Trade

4.5.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify factors influencing trade in the region
- b) state the forms of trade in the region
- c) state the items of trade in region
- d) state the imports and exports to and from the region
- e) state the problems facing trade in the region
- f) state the benefits of trade in the region

4.5.2 Content

- 4.5.2.1 Factors influencing trade
- 4.5.2.2 Forms of trade
- 4.5.2.3 Items of trade
- 4.5.2.4 Imports to and exports from the region
- 4.5.2.5 Benefits of trade
- 4.5.2.6 Problems facing trade

4.6 Transport and Communication

4.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the development of transport systems in the region
- b) state the problems facing transport in the region
- c) trace the development of communication in the region
- d) state problems facing communication
- e) identify benefits of improved transport and communication system in the region

4.6.2 Content

- 4.6.2.1 Development of forms of transport
- 4.6.2.2 Problems facing transport
- 4.6.2.3 Development of communication in the region
- 4.6.2.4 Problems facing communication
- 4.6.2.5 Benefits of improved transport and communication systems

4.7 Industries

4.7.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) trace industrial development in the region
- b) identify the importance of industries
- c) state the problems facing industries
- d) explain the impact of industries on the environment

4.7.2 Content

- 4.7.2.1 Industries development in the region
- 4.7.2.2 Importance of industries
- 4.7.2.3 Problems facing industries in the region
- 4.7.2.4 Impact of industries on the environment

4.8 Wildlife and Tourism

4.8.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) Locate major game parks in Eastern Africa
- b) Discuss and appreciate the wildlife conservation measures being carried out
- c) identify the main tourist attractions in the region
- d) state the benefits of tourism
- e) state the problems facing tourism
- f) discuss possible solutions to the problems facing tourism

4.8.2 Content

- 4.8.2.1 Major game parks
- 4.8.2.2 Wildlife conservation measures
- 4.8.2.3 Tourist attractions
- 4.8.2.4 Benefits of tourism
- 4.8.2.5 Problems facing tourism
- 4.8.2.6 Possible solutions to the problems facing tourism

4.9 Urbanization

4.9.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) state functions of major towns in Eastern Africa
- b) identify problems facing urban centers
- c) appreciate the efforts being made to solve problems in urban centers

4.9.2 Content

- 4.9.2.1 Major towns - Nairobi, Mombasa, Kampala, Juja, Dar-es-Salam, Dodoma, Arusha, Addis Ababa
- 4.9.2.2 Problems facing urban centers
- 4.9.2.3 Efforts being made to solve problems in urban centers

UNIT 5.0: POLITICAL DEVELOPMENT AND SYSTEMS

5.1 Traditional forms of government

5.1.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) describe some traditional forms of government in Eastern Africa
- b) appreciate the role of traditional forms of government in society

5.1.2 Content

- 5.1.2.1 Buganda
- 5.1.2.2 Nyamwezi

5.2 Early visitors to Eastern Africa

5.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the origin of the early visitors to Eastern Africa
- b) explain the effects of the early visitors to Eastern Africa

5.2.2 Content

- 5.2.2.1 Explorers
- 5.2.2.2 Traders
- 5.2.2.3 Missionaries

5.3 Establishment of colonial rule

5.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the scramble and partition of Eastern Africa
- b) explain the reasons for the scramble
- c) describe the establishment of colonial rule in Eastern Africa

- 5.3.2 Content**
 5.3.2.1 Scramble for and partition of Eastern Africa
 5.3.2.2 Reasons for the scramble
 5.3.2.3 Partition of Eastern Africa
 5.3.2.4 Establishment of colonial rule

5.4 Colonial systems of Administration

- 5.4.1 Specific Objectives**
 By the end of this topic, the learner should be able to:
 a) describe the colonial system of administration in Kenya
 b) describe the German rule in Tanganyika

- 5.4.2 Content**
 5.4.2.1 The British in Kenya
 5.4.2.2 The Germans in Tanganyika

5.5 African response to colonial rule

- 5.5.1 Specific Objectives:**
 By the end of this topic, the learner should be able to:
 a) describe the response of the Africans to colonial rule
 b) appreciate African response to colonial rule

- 5.5.2 Content**
 5.5.2.1 Resistance
 • Kabaka Mwanga
 • Maji Maji uprising
 5.5.2.2 Collaboration
 • Kabaka Mutesa I
 • Karuri wa Gakure

5.6 Struggle for Independence in Tanzania

- 5.6.1 Specific Objectives:**
 By the end of this topic, the learner should be able to:
 a) describe the struggle for independence in Tanzania
 b) appreciate the efforts made in the struggle for independence in Tanzania
 c) identify the member countries of the regional bodies
 d) state problems facing regional bodies

- 5.9.2 Content**
 5.9.2.1 East African Community(EAC)
 5.9.2.2 Inter Governmental Authority on Development(IGAD)
 5.9.2.3 Common Market for Eastern and Southern Africa(COMESA)

- 5.6.2 Content**
 5.6.2.1 Events in the struggle for independence
 5.6.2.2 Attainment of independence

5.7 Life and contribution of prominent leader

- 5.7.1 Specific Objectives**
 By the end of this topic, the learner should be able to:
 a) Describe the life and contributions of some prominent leaders in the region
 b) Appreciate the contributions made by the leaders

- 5.7.2 Content**
 5.7.2.1 Haile Sellasie
 5.7.2.2 Julius Nyerere

5.8 Present system of government in Uganda

- 5.8.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- a) Describe the system of government in Uganda
 - b) Compare the system of government in Uganda and

5.8.2 Content

- 5.8.2.1 The system of government in Uganda
- 5.8.2.2 Comparison between the government of Uganda of Uganda and Kenya

5.9 Regional Co-operation

- 5.9.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- a) Explain the formation of different regional bodies
 - b) Identify the objectives of the regional bodies

UNIT 6.0: CITIZENSHIP

- 6.1 Specific Objectives**
By the end of this topic, the learner should be able to:
- a) state the role of citizens in the government and civic life
 - b) identify importance of good relations in society
 - c) appreciate the importance of good relations in society

6.2 Content

- 6.2.1 Role of citizens in the government and civic life
- 6.2.2 Importance of good relations in society

UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS

- 7.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- a) identify types of Human Rights
 - b) explain the importance of Human Rights
 - c) appreciate and demonstrate respect for Human Rights

7.2 Content

- 7.2.1 Classification of Human Rights
- 7.2.2 Importance of respecting Human Rights
- 7.2.3 Abuse of Human Rights

UNIT 8.0: LAW, PEACE AND RECONCILIATION

- 8.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- a) Identify factors that promote peace in society
 - b) State factors that undermine peace
 - c) State the importance of peace
 - d) Appreciate the need for peace in society

8.2 Content

- 8.2.1 Factors promoting peace
- 8.2.2 Factors undermining peace
- 8.2.3 Importance of peace

UNIT 9.0: THE GOVERNMENT OF KENYA

9.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) State the major elements of the Kenya Constitution
- b) Appreciate and show respect for the Kenya Constitution
- c) State the requirements of candidates in national elections
- d) Describe the electoral process in Kenya
- e) Appreciate the role of the Electoral Commission in conducting national elections
- f) Describe how government is formed
- g) Describe the composition and functions of the three arms of the government

- h) state types of local authorities
- i) explain how elections are conducted to elect officers in local authorities
- j) identify functions of local authorities
- k) identify the national philosophies
- k) appreciate the objectives of the national philosophies

9.2

Content

- 9.2.1 The Kenya Constitution
- 9.2.2 Electoral process in Kenya
- 9.2.3 Formation of government
- 9.2.4 Arms of the Government
- 9.2.5 Local authorities
- 9.2.6 National philosophies of Kenya – Harambee, African Socialism, Nyayoism

STANDARD SEVEN

THEME: LIVING TOGETHER IN AFRICA

UNIT 1.0: PHYSICAL ENVIRONMENT

1.1 Location

1.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) Name and locate the countries of Africa on the map
- b) Describe the position, shape and size of Africa
- c) Identify the major longitudes and latitudes
- d) Indicate the positions of longitudes and latitudes
- e) Describe rotation of the earth and revolution of the earth
- f) Identify the effects of rotation of the earth on time
- g) Read and interpret maps

1.1.2 Content

- 1.1.2.1 Position, shape and size of the countries of Africa
- 1.1.2.2 Longitudes, Latitudes, Time
- 1.1.2.3 Rotation and Revolution of the Earth
- 1.1.2.4 Map reading and interpretation

1.2 Physical Features

1.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) Identify and locate the main physical features of Africa
- b) Describe the formation of mountains and lakes
- c) Identify and describe the relief regions of Africa

1.2.2 Content

- 1.2.2.1 Distribution of main physical features
- 1.2.2.2 Formation of mountains and lakes
- 1.2.2.3 Relief regions of Africa

1.3 Climate

1.3.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify and explain the factors that influence climate of region
- b) name and locate climate regions of Africa
- c) describe the climatic regions of Africa
- d) explain the seasons experienced in Africa
- e) explain how climate influence human activities
- f) state the factors influencing climate change
- g) state the impact of climate change on human activities

1.3.2 Content

- 1.3.2.1 Factors influencing climate
- 1.3.2.2 Climatic regions
- 1.3.2.3 Seasons
- 1.3.2.4 Influence of climate on human activities
- 1.3.2.5 Factors influencing climate change
- 1.3.2.6 Impact of climate change on human activities

1.4 Vegetation

1.4.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) Name and locate different types of vegetation
 - b) Describe the characteristic of the different types of vegetation
 - c) Identify factors influencing vegetation distribution
 - d) Explain the factors which influence the distribution of vegetation

1.4.2 Content

- 1.4.2.1 Types and characteristics of vegetation
- 1.4.2.2 Factors influencing vegetation distribution

UNIT 2.0: PEOPLE AND POPULATION

2.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) name and classify major language groups in Africa
 - b) locate the areas where the language groups are found on the map
 - c) state various ways through which communities among communities
 - d) state benefits of interaction among communities
 - e) list factors influencing population distribution
 - f) identify the densely and sparsely populated areas
 - g) list the factors affecting growth and distribution of population
 - h) state problems of population growth
 - i) appreciate the problems of population growth

2.2 Content

- 2.2.1 Distribution of major language groups
- 2.2.2 Interaction among communities
- 2.2.3 Africa's population, distribution
- 2.2.4 Factors affecting growth and distribution of population
- 2.2.5 Problems of population growth

UNIT 3.0: SOCIAL RELATIONS AND CULTURAL ACTIVITIES

3.1 The School

3.1.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) describe the school administration
 - b) state the role of administration in the school
 - c) state the contribution of the community in school development
 - d) appreciate the contribution of the community in the development of the school

3.2.1 Content

- 3.2.1.1 School Administration
- 3.2.1.2 The role of the community in the school development

3.2 The Family

3.2.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) state rights and responsibilities of family members
 - b) define the institution of marriage
 - c) state the importance of the institution of marriage
 - d) appreciate the importance of the institution of marriage

3.2.2 Content

- 3.2.2.1 Rights and responsibilities of family members
- 3.2.2.2 The Institution of Marriage
- 3.2.2.3 Importance of marriage

UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES

4.1 Agricultural Development

4.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the factors influencing the growth of some crops
- b) locate areas where these crops are grown
- c) identify uses of the crops
- d) state the conditions favouring pastoral farming
- e) state the benefits from pastoral farming
- f) identify problems being experienced by pastoralists
- g) identify new development taking place in pastoral
- h) appreciate the development taking place in pastoral farming areas

4.2 Content

4.2.1 Crop farming

- Cocoa in Ghana
- Cloves in Tanzania
- Pyrethrum in Kenya

4.2.2 Pastoral farming among

- The Maasai
- The Fulani
- The Tswana

4.3 Multi-Purpose River Projects

4.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the reasons for establishment of multi-purpose projects
- b) identify the location of the multi-purpose projects
- c) state the benefits of multi purpose projects
- d) identify the problems experienced in developing multi-purpose projects
- e) appreciate the contribution of multi- purpose projects to the economy

4.3.2 Content

4.3.2.1 Aswan High Dam

4.3.2.2 Volta River Scheme

4.3.2.3 River Tana Projects

4.3.2.4 Kariba Dam

4.3 Forestry

4.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the distribution of forests in Africa
- c) state the contribution of forests to the economy
- c) identify problems facing forests in Africa

4.4.2 Content

4.4.2.1 Distribution of forests in Africa

4.4.2.2 Contribution of forests to economy

4.4.2.3 Problems facing forests

4.5 Mining

4.5.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe how the minerals are extracted
- b) list various uses of the minerals
- c) identify the contribution of the minerals to the economy

4.5.2 Content

4.5.2.1 Petroleum in Nigeria

4.5.2.2 Copper in Zambia

4.5.2.3 Gold in South Africa

4.5.2.4 Soda Ash in Kenya

4.6 Industrial Development

4.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify factors of industrial development in South Africa and Kenya
- b) state the contribution of rapid industrial development to South Africa and Kenya
- c) state the problems experienced due to rapid industrial development region to the rest of the

4.6.2 Content

4.6.2.1 Rapid industrial development in South Africa and Kenya

4.6.2.2 Contribution of industries to economy

4.6.2.3 Problems arising from rapid industrialization

4.7 Fishing

4.7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify the major fishing grounds
- b) describe the different methods of fishing used
- c) identify the importance of fisheries to the economy
- d) appreciate the contribution of fisheries to the economy
- e) state the problems being experienced in fisheries

4.7.2 Content

4.7.2.1 Fishing grounds

4.7.2.2 Fishing methods

4.7.2.3 Contribution of fishing to economy

4.7.2.4 Problems facing fisheries

4.8 Trade

4.8.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) list items of trade in the regions
- b) identify the forms of exchange in regional trade
- c) state the problems being experienced in regional trade
- d) identify the benefits of regional trade
- e) list the exports from the world
- f) identify the imports from the rest of the world

4.9 Transport and Communications

4.9.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the transport network in Africa
- c) explain the advantages and disadvantages of the different forms of transport
- c) state problems facing transport in Africa
- d) state the new development in communication systems in Africa

4.9.2 Content

4.9.2.1 Transport network in Africa

4.9.2.2 Advantages and disadvantages of different forms of transport

4.9.2.3 Problems facing transport in Africa

4.9.2.4 Development of communication systems in Africa

4.10 Tourism

4.10.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify main tourist attractions
- b) list the main tourists destinations
- c) state the contribution of tourism to the economy
- d) state the challenges facing tourism in Africa

4.10.2 Content

4.10.2.1 Main tourist attractions in Africa

4.10.2.2 Contribution of tourism to the economy

4.10.2.3 Challenges facing tourism

4.11 Urbanization

4.11.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) locate the major towns and cities in Africa
- b) identify the capital cities of Africa

4.11.2 Content

4.11.2.1 Major cities and towns of Africa

4.11.2.2 Capital cities of Africa

4.12 Challenges to African Economies

4.12.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and explain the challenges facing
- b) describe the effect of the challenges on African economies
- c) suggest possible solutions to Africa's challenges
- d) appreciate the efforts being made to deal with Africa's development challenges

4.12.2 Content

4.12.2.1 Challenges facing African economies

4.12.2.2 Effect of the challenges to Africa economies

4.12.2.3 Solutions to African's development challenges

UNIT	5.0: POLITICAL DEVELOPMENTS AND SYSTEMS	5.3.2	Content
		5.3.2.1	Resistance <ul style="list-style-type: none"> • Abagusii, • Samore Toure
5.1	Traditional forms of government	5.4	Colonial Administration in Africa
5.1.1	Specific Objectives By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> describe traditional forms of government among selected describe the political, social and economic organization of some selected communities 	5.4.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> describe some colonial systems of administration in Africa state the effects of colonial rule in Africa
5.1.2	Content	5.4.2	Content
5.1.2.1	The Khoisan – (Khoikhoi, The San)	5.4.2.1	Different systems of colonial administration
5.1.2.2	Old Ghana	5.4.2.2	Belgians in Congo
5.2	Scramble for and Partition of Africa	5.4.2.3	French in Senegal
5.2.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> give reasons for the scramble of Africa describe the partition of Africa 	5.4.2.4	Portuguese in Mozambique
5.2.2.	Content	5.4.2.5	Effects of colonial rule
5.2.2.1	Reasons for the Scramble	5.5	Struggle for Independence
5.2.2.2	Partition of Africa	5.5.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> describe the struggle for independence in some African countries; appreciate the efforts made in the struggle for independence
5.3	African Response to the Scramble and Partition	5.5.2	Content
5.3.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> describe how Africans reacted to the scramble and partition of Africa appreciate the response of Africans to the scramble and partition 	5.5.2.1	Chana
		5.5.2.2	Zimbabwe

5.6 Life and contributions of prominent African leaders

5.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the life and contributions of some African leaders
- b) appreciate the contribution of African leaders of their countries

5.6.2 Content

5.6.2.1 Nelson Mandela

5.6.2.2 Gemal Abdel Nassar

5.6.2.3 Leopold Senghor

5.7 Present system of government in Swaziland

5.7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the present system of government in Swaziland
- b) compare the systems of government in Kenya and Swaziland

5.7.2 Content

5.7.2.1 The system of government in Swaziland

5.7.2.2 Comparison of the system of government in Swaziland and Kenya

5.8 Organization of African Unity (OAU) / African Union

5.8.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the formation of the Organization of African Unity
- b) list the members of OAU
- c) state the functions of OAU
- d) outline the achievement of OAU

- e) identify problems that faced the OAU
- f) explain why African countries formed the African Union
- g) outline the objective of the African Union

5.8.2 Content

5.8.2.1 The Organization of African Unity (OAU)

5.8.2.2 The African Union (AU)

UNIT 6.0: CITIZENSHIP

6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state the elements of good citizenship
- b) appreciate the role in working in the community

6.2 Content

6.2.1 Elements of good citizenship

6.2.2 Collective responsibility

UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS

7.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) state their responsibilities in a democracy
- b) appreciate their responsibilities in democracy
- c) state the benefits of democracy
- d) state the importance of respecting Human Rights
- e) demonstrate a sense of responsibility in respect for Human Rights

7.2 Content

7.2.1 Responsibilities of an individual in democracy

7.2.2 Benefits of democracy

7.2.3 Importance of Human Rights

UNIT	8.0: LAW, PEACE AND RECONCILIATION	UNIT	9.0: THE GOVERNMENT OF KENYA
8.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> state factors that cause conflicts in society state ways of resolving disputes demonstrate ability and willingness to resolve their own disputes in and out of school. 	9.1	Specific Objectives: By the end of this topic, the learner should be able to: <ol style="list-style-type: none"> state the elements of the Kenya Constitution show respect for the constitution identify the role of citizens in the electoral process state the effects of none participation of people in elections identify the role of citizens in the government appreciate their role in the government as Kenya citizens identify the responsibility of the government to the citizens appreciate the efforts being made by the government in carrying out its responsibility
8.2.	Content	9.2	Content
8.2.1	Causes of conflict in society	9.2.1	The Kenya Constitution
8.2.2	Ways of resolving disputes	9.2.2	The Electoral Process
		9.2.3	Role of citizens in the government
		9.2.4	Responsibility of the government to the citizens

STANDARD EIGHT

THEME: LIVING TOGETHER IN KENYA AND THE WORLD

UNIT 1.0: PHYSICAL ENVIRONMENT

1.1 Map reading

1.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and use symbols to read and interpret a map
- b) calculate the area of given areas /regions
- c) measure distances represented on maps
- d) describe direction of places using compass points

1.1.2 Content

- 1.1.2.1 Symbol
- 1.1.2.2 Area
- 1.1.2.3 Distance
- 1.1.2.4 Direction
- 1.1.2.5 Colour
- 1.1.2.6 Scale

1.2 Physical Features

1.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) explain effects of physical features on human activities
- b) appreciate the effect of physical features on human activities

1.2.2 Content

- 1.2.2.1 Effect of physical features on Human activities

1.3 Climate

1.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and describe traditional methods of weather observation
- b) observe, measure and record weather elements
- c) identify and describe factors influencing climate change
- d) explain the impact of climate change on human activities

1.3.2 Content

- 1.3.2.1 Traditional weather observation
- 1.3.2.2 Modern weather observation, recording and measurement
- 1.3.2.3 Factors influencing climate change
- 1.3.2.4 Impact of climate change on human activities

UNIT 2.0: PEOPLE AND POPULATION

2.1 Evolution of Early Man

2.1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) trace the evolution and development of Early Man
- b) name and locate pre-historic sites in Eastern Africa

2.1.1.1 Content

- 2.1.1.2 Early, Middle and Late Stone Age
- 2.1.1.3 Pre-historic sites in East Africa

2.2	Type of Migrations	2.5	Ways of managing population
2.2.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) state reasons for the different types of migrations b) state effects of the migrations 	2.5.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify ways of managing population growth c) explain ways of managing population growth
2.2.2	Content	2.5.2	Content
2.2.2.1	Rural – urban migration	2.5.2.1	Ways of managing slow population growth
2.2.2.2	Urban – rural migration	2.5.2.2	Ways of managing rapid population growth
2.2.2.3	Rural – rural migration		
2.2.2.4	Urban – urban migration		
2.2.2.5	Migration into and from Kenya		
2.3	Factors influencing population growth	2.6	Population of Kenya
2.3.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify factors influencing population growth b) explain factors influencing population growth 	2.6.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) describe the structure and composition of the population of Kenya b) compare the population of Kenya with that of Germany and India
2.3.2	Content	2.6.2	Content
2.3.2.1	Factors leading to slow population growth	2.6.2.1	The population of Kenya
2.3.2.2	Factors leading to rapid population growth	2.6.2.2	Comparison of the population of Kenya with that of Germany and India
2.4	Problems of population growth	UNIT	3.0: SOCIAL RELATIONS AND CULTURAL ACTIVITIES
2.4.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) identify problems of population growth b) explain problems of fast and slow population growth 	3.1	The School
2.4.2	Content	3.1.1	Specific Objectives: By the end of this topic, the learner should be able to: <ul style="list-style-type: none"> a) explain how schools are managed b) explain the role of pupils in school management c) explain the role of the school in the society
2.4.2.1	Problems of slow population growth		
2.4.2.2	Problems of rapid population growth		

3.1.2 Content

- 3.1.2.1 How schools are managed
- 3.1.2.2 The role of pupils in school management
- 3.1.2.3 Role of the school in society

3.2 The Family

3.2.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) identify and appreciate different marriage systems;
 - b) respect and appreciate the rights and obligations of an individual within the family and society;
 - c) explain their role in succession and inheritance of family property
 - d) appreciate succession and inheritance of family wealth

3.2.2 Content

- 3.2.2.1 Different marriage systems
- 3.2.2.2 Rights and Responsibilities in marriage
- 3.2.2.3 Succession and inheritance

UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES

4.1 Agriculture

4.1.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) describe the traditional forms of agriculture
 - b) name the subsistence crops grown in traditional agriculture
 - c) state the farming methods used in traditional agriculture
 - d) explain ways of food storage in traditional agriculture
 - e) identify the areas where settler farming was practiced
 - f) describe the methods of farming in settler farming

- g) explain the effects of settler farming in Kenya
- h) state the reasons for establishment of settlement schemes in Kenya
- i) identify settlement schemes in Kenya
- j) state the benefits of settlement schemes
- k) state the problems facing settlement schemes
- l) name the crops grown in the irrigation schemes
- m) describe the irrigation methods used in the scheme
- n) state the contribution to the economy of the irrigation schemes
- o) explain problems facing irrigation farming in Kenya
- p) explain the meaning of horticulture
- q) state the contribution of horticulture farming to the economy
- r) state the problems facing horticulture farming in Kenya
- s) compare horticulture farming in Kenya and the Netherlands
- t) identify fish farming areas in Kenya
- u) name the types of fish caught
- v) compare fish farming in Kenya and Japan

4.1.2 Content

- 4.1.2.1 Traditional agriculture
- 4.1.2.2 Settler farming in Kenya
- 4.1.2.3 Settlement scheme in Kenya
- 4.1.2.4 Irrigation farming – Mwea Tebere, Perkerra, Ahero Irrigation schemes
- 4.1.2.5 Horticultural farming
- 4.1.2.6 Fish farming measures

4.2 Mining

4.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) locate the distribution of the minerals
- b) describe ways of extracting minerals
- c) describe uses of the minerals
- d) state the problems associated with mining
- e) state the effects of mining on the environment
- f) state the contribution of minerals to the economy

4.2.2 Content

- 4.2.2.1 Distribution of soda ash, fluorspar, limestone, diatomite, gemstone, sand, marble, salt
- 4.2.2.2 Extraction and uses of the minerals
- 4.2.2.3 Contribution of minerals to economy
- 4.2.2.4 Effects of mining on the environment

4.3 Forestry

4.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and locate forest in Kenya
- b) explain problems facing forests in Kenya
- c) state the effects of deforestation in Kenya
- d) explain how forests are being conserved
- e) appreciate the need to conserve forests

4.3.2 Content

- 4.3.2.1 Distribution of forests
- 4.3.2.2 Problems facing forests
- 4.3.2.3 Effects of deforestation

4.3.2.4 Forest conservation

4.4 Soils

4.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify and locate the major soil types in Kenya
- b) state the uses of soils
- c) state types of soil erosion
- d) state the causes of soil erosion in Kenya
- e) state the effects of soil erosion on human activities
- f) identify and describe soil conservation measures

4.4.2 Content

- 4.4.2.1 Distribution of major soil types e.g. volcanic, black cotton, sandy, alluvial soil
- 4.4.2.2 Uses of soils
- 4.4.2.3 Types of soil erosion
- 4.4.2.4 Causes of soil erosion
- 4.4.2.5 Effects of soil erosion on human activities
- 4.4.2.6 Soil conservation measures

4.5 Wildlife and Tourism

4.5.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name and locate major game parks
- b) state the importance of wildlife
- c) identify problems facing wildlife
- d) explain how wildlife is being conserved
- e) develop a sense of responsibility for conserving wildlife
- f) identify major tourist attractions
- g) state the importance of tourism

<ul style="list-style-type: none"> h) highlight main problems facing tourism i) identify the main problems associated with tourism 	<ul style="list-style-type: none"> 4.6.2.4 Importance of industries and its contribution to the economy 4.6.2.5 Problems facing industries 4.6.2.6 Effect of industries on the environment
<p>4.5.2 Content</p> <ul style="list-style-type: none"> 4.5.2.1 Major game parks 4.5.2.2 Importance of wildlife 4.5.2.3 Problems facing wildlife 4.5.2.4 Wildlife conservation measures 4.5.2.5 Major tourist attractions 4.5.2.6 Importance of tourism 4.5.2.7 Problems facing tourism 	
<p>4.6 Industries</p>	<p>4.7 Urbanization</p>
<p>4.6.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain factors influencing industrial location b) name types of industries c) give examples of the types of industries d) identify the reasons for establishing Jua Kali industries e) explain benefits of Jua Kali industries f) highlight problems experienced by Jua Kali industries g) explain the contribution of industries to the economy h) explain problems facing industries i) explain the impact of industries on the environment 	<p>4.7.1 Specific Objectives By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain factors influencing growth of towns b) locate the major towns in Kenya c) identify the functions of the major towns in Kenya d) identify problems facing urban centers e) appreciate the attempts being made to solve the problems in urban centres
<p>4.6.2 Content</p> <ul style="list-style-type: none"> 4.6.2.1 Factors influencing industrial location 4.6.2.2 Types of industries - Manufacturing, Processing, Assembly, Services 4.6.2.3 Jua Kali Industries – reasons for establishment, problems being experienced, benefits 	<p>4.7.2 Content</p> <ul style="list-style-type: none"> 4.7.2.1 Factors influencing growth of towns 4.7.2.2 Functions of major towns – Nairobi, Mombasa, Kisumu, Nakuru, Thika, Malindi 4.7.2.3 Problems facing urban centres 4.7.2.4 Attempts to solve problems facing urban centres <p>4.8 Co-operatives</p> <p>4.8.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify types of agricultural cooperatives b) explain the functions of agricultural cooperatives c) state benefits of agricultural cooperatives d) appreciate the benefits of agricultural cooperatives e) explain problems facing agricultural cooperative

4.8.2 Content

- 4.8.2.1 Types of agricultural co-operatives
- 4.8.2.2 Functions of agriculture co-operatives
- 4.8.2.3 Benefits from agricultural co-operatives
- 4.8.2.4 Challenges facing agricultural co-operatives

4.9 Transport and Communications

4.9.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) demonstrate first aid skills
 - b) identify form of communications systems
 - c) identify forms of transport systems
 - d) state functions transport systems
 - e) describe problems facing transport systems
 - f) identify the major road signs
 - g) explain causes of road accidents
 - h) suggest ways of preventing road accidents
 - i) state functions of communication systems
 - j) identify problems facing communication systems

4.9.2 Content

- 4.9.2.1 Forms and functions of transport
- 4.9.2.2 Problems facing the different forms of transport
- 4.9.2.5 Problems facing communication systems

4.10 Trade

4.10.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) identify and appreciate the role of government in trade
 - b) identify exports from Kenya
 - c) name the imports to Kenya
 - d) explain the importance of trade

4.10.2 Content

- 4.10.2.1 Role of government in trade
- 4.10.2.2 Exports from Kenya
- 4.10.2.3 Importance of trade

UNIT 5.0: POLITICAL DEVELOPMENT AND SYSTEMS

5.1 Activities of Early Political Associations in Kenya up to 1939

5.1.1 Specific Objectives:

- By the end of this topic, the learner should be able to:
- a) identify early political associations in Kenya up to 1939
 - b) appreciate the role of the early political associations to Kenya's political development
 - c) describe the role played by selected early political associations in the struggle for independence

5.1.2 Content

- 5.1.2.1 East African Association
- 5.1.2.2 Young Kikuyu Association
- 5.1.2.3 Kikuyu Central Association
- 5.1.2.4 Kavirondo Tax Payers Welfare

5.2 The Legislative Council (Legco)

5.2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) explain the role of Legco in the struggle for independence the Legco
- b) identify African members to

5.2.2 Content

5.2.2 The role of the Legco in the struggle for independence

5.2.3 Nomination and election of African members to the Legco

5.3 Struggle for Independence – (Political associations and Movements after 1945)

5.3.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) name founder members of political associations and movements;
- b) explain the role of political associations in the struggle for independence;
- c) identify the effects of 2nd World war on the struggle for independence

5.3.2 Content

5.3.2.1 Second World War

5.3.2.2 Kenya African Study Union

5.3.2.3 Kenya African Union

5.3.2.4 MAU MAU Movement

5.3.2.5 Kenya African National Union

5.3.2.6 Kenya African Democratic Union

5.3.2.7 African People's Party Association

5.4 Attainment of Independence

5.4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the events that led to the attainment of independence;
- b) explain how Kenya got Madaraka and become a Republic

5.4.2 Content

5.4.2.1 Events leading to attainment of Independence

5.4.2.2 The attainment of Independence

5.4.2.3 Kenya becoming a Republic

5.5 Political Developments in Kenya since 1963

5.5.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify major political developments and events since 1963
- b) appreciate the political changes taking place in Kenya

5.5.2 Content

5.5.2.1 Major political events since independence

5.5.2.2 Major political developments since independence

5.6 Life and Contributions of Prominent Kenyans

5.6.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) describe the life and contributions of some prominent leaders in Kenya
- b) appreciate the contributions of prominent leaders to the nation

5.6.2 Content

5.6.2.1 Mzee Jomo Kenyatta

5.6.2.2 Daniel Arap Moi

5.6.2.3 Oginga Odinga

5.7 International Co-operation**5.7.1 Specific Objectives:**

By the end of this topic, the learner should be able to:

- a) describe formation of the U.N.
- b) identify the agencies and the functions of the U.N.
- c) highlight and appreciate the achievements of the U.N.
- d) state the failures of the U.N.
- e) explain problems facing the U.N
- f) describe the formation of the commonwealth
- f) state the functions to the Commonwealth
- g) describe the achievements of the Commonwealth
- h) identify the failures of the Commonwealth
- i) state problems facing the Commonwealth

5.7.2 Content

5.7.2.1 The United Nation (UN)

5.7.2.2 The Commonwealth

UNIT 6.0: CITIZENSHIP**6.1 Specific Objectives:**

By the end of this topic, the learner should be able to:

- a) explain the importance of good citizenship
- b) explain conditions under which one can lose his/her citizenship

6.2 Content

6.2.1 Importance of good citizenship

6.2.2 Loss of Kenya Citizenship

UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS**7.1 Specific Objectives:**

By the end of this topic, the learner should be able to:

- a) state types of democracy
- b) identify the political parties in Kenya and their policies
- c) identify the role of political parties in democracy
- d) state the benefits of democracy
- e) state Human Rights
- f) appreciate the Bill of Rights

7.2 Content

7.2.1 Types of democracy

7.2.2 Political Parties in Kenya and their policies

7.2.3 The role of political parties in a Democracy

7.2.4 Benefits of democracy

7.2.5 The Bill of Rights

UNIT 8.0: LAW, PEACE AND RECONCILIATION**8.1 Specific Objectives:**

By the end of this topic, the learner should be able to:

- a) identify symbols of national unity
- b) state factors that promote national unity
- c) explain the importance of national unity
- d) identify factors undermining national unity

8.2 Content

8.2.1 Symbols of National Unity

8.2.2 Factors promoting National Unity

8.2.3 Importance of National Unity

8.2.4 Factors undermining National Unity

UNIT 9.0: THE GOVERNMENT OF KENYA

- 9.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- describe the process of making, amending and reviewing Kenya's Constitution
 - explain the process of forming a government
 - explain how one may lose a seat of parliament
 - describe the process of national elections
 - state ways of participating in government and civic life
 - appreciate the importance of taking part in civic life
 - describe the composition and functions of the cabinet and civil servants
 - name officials of the legislature
 - state the functions of parliament
 - describe the judicial system
 - appreciate the need for an independent judicial system
 - list sources of government revenue
 - explain how the government spends its money
 - name types of local authorities
 - describe the process of election of officers in local authorities
 - identify functions of local authorities
 - explain the relationship between the government and local authorities
 - identify organs of national

- appreciate the need for national defence
- explain the role of national defence in maintaining law and order defence

- 9.2 Content**
- 9.2.1 The Kenya Constitution
 - 9.2.2 Formation of a government
 - 9.2.3 Loss of a Parliamentary seat
 - 9.2.4 Conducting National Elections
 - 9.2.5 Participation of citizens in the government and civic life
 - 9.2.6 The Arms of the government
 - Executive
 - Legislature
 - Judiciary
 - 9.2.7 Sources of government revenue
 - 9.2.8 Forms of government expenditure
 - 9.2.9 Local Authorities
 - 9.2.10 National Defence

TEACHING /LEARNING RESOURCES

The following are some of the resources a teacher can use:

- Resource persons
- Photographs
- Relevant maps
- Pictures
- Pupils books
- Teachers Handbook
- Local Environment
- Relevant test books
- Newspaper cuttings
- Relevant magazines
- Radio
- Atlases
- Charts
- Models
- Libraries
- Teacher Advisory Centres
- Recorded materials
- Museum

- Historical sites
- Regalia

SUGGESTED EVALUATION METHODS

The following assessment procedures can be used by the teacher to assist the teacher in finding out the extent to which pupils have acquired knowledge and skills, and developed desired attitudes and values. It

Tests:

At the end of each unit /topic, the teacher should administer a teacher made test to gauge and monitor the learning ability of the pupils. Test should also be given after short intervals of a month, term of the pupils. Any test should contain items on the learning areas covered if it will give the true picture of the pupils' performance.

Projects:

Projects such as models, maps, research, once assigned must be evaluated and pupils given grades

Observation:

Learning outcomes can be assessed as the teacher observes the performance of learners in the course of learning. It is a good measure of the pupils acquisition of skills and their change of attitude.

Oral Questions:

The teacher can use oral questions in the course of the lesson. The immediate response of the learners helps the teacher to gauge the performance and ability of the learners. The nature of the pupil's responses helps the teacher to vary the presentation technique.

Quizzes:

Quizzes are best administered after two or three lessons or a topic to help the teacher know whether the pupils have understood the information given to them. A quiz may be a list of questions asking for true or false answers, multiple choice questions, filling in blanks or short answer questions.

Written assignments:

The teacher may from time to time ask the pupils to go and find out more about certain issues either from their parents or members of the community. In order for assignments to have impact and be taken seriously by the pupils, the teacher must make and grade them. Where the pupils' book contains 'work to do', the teacher can ask the pupils to carry out the exercise, and the teacher marks it.

CHRISTIAN RELIGIOUS EDUCATION

INTRODUCTION

GUIDING THEMES OF THE SYLLABUS

There are three major themes for each year of this syllabus:

1. God's revelation of Himself through the child's experience
2. The child's response to God in faith and love in his/her everyday life
3. The development of the child's relationship with other people and with God

These three themes emphasize the belief that it is God who initiates faith by revealing Himself to human beings; that they are free to respond to God's self-revelation, and that if they so respond then the development of their faith will lead to a deeper relationship with God and others.

For each unit the following terms are used:

Theme:	The major idea
Sub-theme:	The specific part of the theme to be covered in the unit
Objective (s):	What the learner will be able to achieve cognitively.
Attitude /value:	What the affective /personal response of the learner might be
Content:	Brief definition of the sub-theme.

TERM I: God's revelation of Himself through the child's experience:

- Creation
- The Bible
- Easter

TERM II: The child's response to God in faith and love in his/her everyday lives:

- The Church
- The teachings of Jesus Christ
- Pentecost

TERM III: The development of the child's relationship with God and with other people:

- Neighbours
- Discipleship
- Christmas

Note: In lower primary the sub-theme Christmas takes the place of Easter in term I and Easter takes the place of Christmas in term III

The frame work of the syllabus is planned in such a way that the same major themes are presented in every class. Each of the major themes is divided into sub-themes which are explored in various units. These units are further broken down into lessons. However, in each successive class, the themes are explored in more details.

APPROACH OF THE SYLLABUS

The primary Christian Religious Education Syllabus is designed in a way that enable the teacher to adopt a life-approach method of teaching. This approach begins with actual day-to-day experiences and helps the learners to discover their religious significance in relation to the Christian faith. The syllabus thus encourages a child – centred approach to the teaching of CRE. It is intended that the teacher will use the children’s interests and experiences while teaching. This means that activities chosen to explain religious truths and values should be selected and organized according to the children’s age and level of mental development.

GENERAL OBJECTIVES

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

1. Come to a vivid awareness and knowledge of God as He reveals Himself through human experiences, creation, the Christian community, the scriptures (the Bible) and most fully through the person of Jesus Christ and the Holy Spirit living with us today.
2. Respond to God in faith as a new person in Jesus Christ with reverence, repentance, worship, hope, service and witnessing love.
3. Live with others in the home, the school, the local and world community, in relationships based on understanding, trust, friendship, concern, justice and love.
4. Accept the environment as God-given and their responsibility to respect, conserve and develop it
5. Appreciate individual talents as God-given and use them for self and national development.
6. Deal with emerging social issues responsibly guided by sound understanding of religious and moral standards
7. Accept and honour himself /herself as God’s creation
8. Develop awareness and appreciation for Traditional African Religious Heritage.

STANDARD ONE

TERM I:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: MYSELF

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) tell her/her name
- b) mention parts of the body and their functions
- c) thank God for creating him/her
- d) appreciate parts of the body

1.2 CONTENT

1.2.1 My name (1 Samuel 3:10)

1.2.2 Parts of the body (Genesis 1:26-27; 2:7, Isaiah 64:8, Psalms 47:1, 1 Corinthians

UNIT 2.0: MY FAMILY

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention members of his/her family
- b) state how he/she relates to his/her family members
- c) respect members of his/her family
- d) thank God for giving him/her a family

2.2 CONTENT

2.2.1 Members of my family (Exodus 20:12, Genesis 37:3-15, 12-14, 25-28)

2.2.2 How I relate to my family (1 John 3:18, Exodus 20:12, Ephesians 6:1-3, Genesis 45:1-4, 12-15)

SUB-THEME: THE BIBLE

UNIT 3.0: THE HOLY BIBLE

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) identify the Bible from other books
- b) say a memory verse from the Bible
- c) respect the Bible as the word of God
- d) handle the Bible with care

3.2 CONTENT

3.2.1 The Holy Bible as God's written message (1 Samuel 3:1-4), 2 Timothy 3:16-17)

3.2.2 The Holy Bible as a guide in our daily lives (Psalms 119:105, 12:1-16, Matthew 22:37-40)

3.2.3 Handling the Bible "All the above will apply"

UNIT 4.0: GOD'S LOVE FOR US

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner, should be able to:

- a) mention the gift he/she receives from God
- b) name the gifts he/she give to others
- c) tell the story of the visit of the wise men to the baby Jesus Christ
- d) state the importance of Christmas
- e) thank God for the gift of Jesus Christ
- f) desire to worship God like the wise men
- g) share gifts with others

- h) exercise caution when receiving gifts from others

4.2 CONTENT

- 4.2.1 Jesus Christ as God's greatest gift (John 3:16, Isaiah 9:6-7,
- 4.2.2 Giving gifts to others (Ephesians 4:31-32, 2Corinthians 9:7)
- 4.2.3 The importance of Christmas (Luke 1:26-38; 2:1-20)
- 4.2.4 Visit of the wise men to baby Jesus (Matthew 2:1-12)
- 4.2.5 Accepting gifts from others

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 5.0: THANKFULNESS

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe how he/she spend his/her holidays
- b) state how Hannah showed gratitude to God
- c) appreciate the importance of holidays
- d) thank God for His gifts

5.2 CONTENT

- 5.2.1 The holidays
- 5.2.2 Hannah shows gratitude(1 Samuel 1; 2:18-21, 26)
- 5.2.3 Showing gratitude for God's gift (Ephesians5:20, 2 Corinthians 9:15, Colossians 3:15-17)

UNIT 6.0: PRAYER

6.1 SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:

- a) recite the Lord's prayer
- b) desire to say the Lord's prayer always

6.2 CONTENT

- 6.2.1 The Lord's Prayer (Matthew 6:9-13 and Luke 18:1)

SUB-THEME: CHRISTMAS

SUB-THEME: THE TEACHINGS OF JESUS

UNIT 7.0: OBEDIENCE

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of obedience
- b) state occasions when Jesus Christ obeyed His parents
- c) mention occasions when he/she has obeyed and disobeyed parents
- d) state the rules at home
- e) state the rules at school
- f) obey rules
- g) be ready to obey his/her parents

7.2 CONTENT

- 7.2.1 Meaning of obedience (1Samuel 16:19-22, Psalms 128:1)
- 7.2.2 Jesus Christ obeyed (John 4:34, Hebrews 5:8-9)
- 7.2.3 Honouring parents (Exodus 20:12, Ephesians 6:1-3, Colossians 3:20)
- 7.2.4 Rules at home and in school (Romans 13:1)
- 7.2.5 Obedience at school (Titus 3:1, Proverbs 23:12)

UNIT 8.0: WORK

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state some activities that Jesus Christ carried out
- b) mention some duties a child can do at home and school

- c) list the things that the faithful servant did
- d) desire to follow examples of Jesus Christ as a worker
- e) enjoy working

8.2 CONTENT

- 8.2.1 Activities of Jesus Christ (John 5:17; 17:4, Matthew 13:53-58)
- 8.2.2 Duties of a child at:
 - home (Exodus 2:16-19), Genesis 37:12-14)
 - school (Daniel 1:3-4)
- 8.2.3 Being a faithful servant (Matthew 25:14-30)

SUB-THEME: PENTECOST

UNIT 9.0: JESUS CHRIST THE SON OF GOD

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) tell the story of the birth of Jesus Christ
- b) state some activities Jesus Christ did at home
- c) state what happened when Jesus Christ visited the temple
- d) name the first followers of Jesus Christ
- e) mention why Jesus Christ chose the twelve disciples
- f) tell the story of how Jesus Christ visited the home of Simon Peter's mother-in-law
- g) mention an occasion when Jesus Christ prayed
- h) tell the story of Jesus Christ healing the paralyzed man
- i) desire to be a follower of Jesus Christ

9.2 CONTENT

- 9.2.1 The early life of Jesus Christ; at home (Luke 2:51) in the Temple (Luke 2:41-49; 2:51)
- 9.2.2 The public ministry of Jesus Christ;
 - baptism (Matthew 3:13-17)
 - first followers (John 1:35-42, Matthew 4:18-22, Luke 5:1-11)
 - choosing the twelve (Mark 3:13, Matthew 9:9-13, John 1:43-50, Luke 6:12-13)
- 9.2.3 Jesus Christ's visit to a home (Luke 4:38-40)
- 9.2.4 Jesus Christ prays (Mark 1:35-39, Luke 22:39-46)
- 9.2.5 Jesus Christ forgives (Mark 2:1-12, Matthew 6:12)

TERM III:

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 10.0: ACCEPTANCE AND TRUST

10.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name the people who visit his/her home
- b) state difference and similarities of family members
- c) give reasons why he/she trusts God
- d) be ready to welcome visitors
- e) accept all members of the family
- f) desire to be trusted by others
- g) trust in God

10.2 CONTENT

- 10.2.1 Visitors to our home(Hebrew 13:1-2)
- 10.2.2 Differences and similarities in family members (1 Corinthians12:4-26, Philippians2: 1-5, Matthew 7:12)
- 10.2.3 Accepting members of my family (Philippians 4:13)
- 10.2.4 Bible reference
- 10.2.5 Trusting God and other(2 Corinthians 1:9b, Psalms 40:3-5; 118:8-9)

UNIT 11.0: CONCERN AND SHARING

11.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention things that he /she can share
- b) state how the little boy shared his lunch
- c) tell the story of Tabitha
- d) state how Jesus Christ responded to the needs of the hungry crowd
- e) share with others willingly
- f) imitate Jesus Christ's concern for the needy.

11.2 CONTENT

- 11.2.1 Sharing (Acts 4:32-35, Acts20:35, James 2:14-17)
- 11.2.2 The little boy who shared his food (John 6:8-13)
- 11.2.3 Story of Tabitha (Acts 9:36-42)
- 11.2.4 Jesus Christ's concern for others (Luke 8:40-42, 49-56)

SUB-THEM: DISCIPLESHIP

UNIT 12.0: FRIENDSHIP

12.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name his/her friends
- b) list the things he/she does with friends
- c) mention people at home who are his/her friends
- d) mention ways in which he/she can become a friend of God
- e) thank God for his/her friends
- f) rejoice in God's friendship

12.2 CONTENT

- 12.2.1 Names of my friends
- 12.2.2 Things I do with my friends at home and at school (Luke 11:5-8, Job 6:14)
- 12.2.3 People at home as friends (Genesis 45:1-15)
- 12.2.4 God as our friend (James 2:23b, John 15:13-15, 1 John 5:1-5, Psalms 25:14)

SUB-THEME: EASTER

UNIT 13.0: JESUS THE SON OF GOD

13.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of Easter
- b) identify Jesus as a friend of children
- c) repeat the memory verse that says "Jesus Christ died for us"
- d) desire to be a friend of Jesus Christ

13.2 CONTENT

13.2.1 Meaning of Easter
 (Luke 22:14-20)

13.2.2 Jesus Christ a friend of children
 (Matthew 19:13-15, John 15:14)

13.2.3 The death and resurrection of
 Jesus Christ (Mark 15:33-47;
 16:1-8)

STANDARD TWO

TERM I:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: THE HOME COMMUNITY

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name members of the extended family
- b) state what his/her relatives do for him/her
- c) identify his /her neighbours
- d) appreciate his/her relatives
- e) love his/her neighbours

1.1.1 CONTENT

- 1.1.2 Home community (Psalms 127:3-5, Proverbs 23:22)
- 1.1.3 Relatives (1 John 3:17, Ruth 1:1-22)
- 1.1.4 Neighbours (Romans 12:10, 1 Peter 3:8, Mark 12:31, Luke 10:27, Proverbs 3:28)

UNIT: 2.0 : THE SCHOOL COMMUNITY

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name his/her teachers
- b) state what the teachers do for him/her
- c) state the responsibilities of children to themselves, parents, teachers, friends and other people
- d) mention the things he/she does with his/her schoolmates
- e) state the value and attitudes he/she learns in school
- f) respect his/her teachers

g) appreciate his/her schoolmates and others

g) practice the values he/she learns at school

2.2 CONTENT

2.2.1 School Community

- teachers (Proverbs 16:20; 2:1-6)
- schoolmates (Psalms 133:1)
- others
- their responsibilities as children (1 Samuel 2:26, Ephesians 6:11)
- important values and attitudes learned at school (Proverbs 9:10-12, 21:11)

UNIT 3.0: THE ENVIRONMENT SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name some plants, insects, animals and birds found in his/her area
- b) appreciate plants, insects, animals and birds as God's creation.

3.2 CONTENT

3.2.1 Plants, insects, animals and birds (Genesis 1:11-12; 20-25, Psalms 50:10)

SUB-THEME: THE BIBLE

UNIT 4.0: THE COMPOSITION OF THE BIBLE

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name some books of the Old and New Testament
- b) desire to read the Bible

4.2 CONTENT

- 4.2.1 The books of the Bible (2 Timothy 3:16, 17)
- 4.2.2 The need to read the Bible (Hebrews 4:12, Romans 15-4)

SUB-THEME: CHRISTMAS

UNIT 5.0: JESUS' LOVE AND CARE

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name the things he/she does on his/her birthday
- b) tell the story of the birth of Jesus Christ
- c) mention how the birthday of Jesus Christ is celebrated today
- d) appreciate Jesus Christ as a gift from God

5.2 CONTENT

- 5.2.1 How we celebrate our birthdays
- 5.2.2 The birth of Jesus (Luke 2:1-7, Isaiah 9:6-7)
- 5.2.3 Visitors who came to see Jesus Christ (Matthew 2:1-12)
- 5.2.4 How the birthday of Jesus Christ is celebrated today

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 6.0: THANKFULNESS

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state ways in which he/she can give thanks at home, school and the community
- b) be thankful at all times

6.2 CONTENT

- 6.2.1 Giving thanks at home, school and in the community (Luke 17:11-19), Ephesians 5:20, Thessalonians 5:18, 1 Corinthians 14:15-17, 2 Corinthians 9:7, Psalms 8:1-9, Philippians 1:3-5)

SUB-THEME: THE CHURCH

UNIT 7.0: PRAYER AND WORSHIP

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention ways of praising God
- b) recite a prayer for his/her needs
- b) state how he/she prays for the country
- c) list different ways of worshipping God
- d) desire to pray for himself/herself and the country
- f) thank God for the country
- g) rejoice when worshipping God.

7.2 CONTENT

- 7.2.1 Different ways of worshipping God (Psalms 92:1; 117, 2 Samuel 6:1-5)
- 7.2.2 Praying to God (Mark 11:24, Matthew 6:7-13, Ephesians 1:15-19a)
- 7.2.3 Praying for ourselves (Luke 22:41, Philippians 4:6)
- 7.2.4 Praying for our country (Psalm 18:14-18)

SUB-THEME: TEACHING OF JESUS CHRIST

UNIT 8.0: TRUST AND OBEDIENCE

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) give reasons why he/she trusts his/her parents
- b) identify ways in which God is kind to us
- c) state ways in which he/she can please his/her parents
- d) trust and obey his/her parents
- e) desire to please God

8.2 CONTENT

- 8.2.1 Trust at home (Matthew 21:28-31a)
- 8.2.2 Trusting God (1 Samuel 1:19-11:20, 27, 28; 2:11, Matthew 6:26)
- 8.2.3 Obedience at home (Ephesians 6:1, 2)
- 8.2.4 Obeying God (Psalms 112:1, Genesis 12:1-9)

SUB-THEME: TEACHINGS OF JESUS CHRIST

UNIT 9.0: HELPFULNESS

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) tell the story of Jesus Christ at the wedding in Cana
- b) identify ways of helping the needy
- c) desire to help the needy

9.2 CONTENT

- 9.2.1 Jesus Christ helps at the wedding party in Cana (John 2:1-11)
- 9.2.2 Helping the needy (Mark 1:29-32; 7:31-35, Luke 5:17-20, John 5:1-10, 14-18)
- 9.2.3 Helping others (Romans 12:16, Luke 10:29-37)

SUB-THEME: PENTECOST

UNIT 10.0: KNOWING JESUS CHRIST

10.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention ways he/she can respond to Jesus Christ
- b) tell the story of the walk to Emmaus
- c) tell the story of Zaccheus
- d) state how the disciples responded to Jesus Christ
- e) state how different people responded to Jesus Christ
- f) desire to make the right responses to Jesus Christ

10.2 CONTENT

- 10.2.1 Knowing Jesus Christ (Luke 18:35-43, Luke 18:26-31, 35-39)
- 10.2.2 Responding to Jesus Christ
- 10.2.3 A walk to Emmaus (Luke 24:13-35)
- 10.2.4 Zaccheaus (Luke 19:1-9)
- 10.2.5 Response of the disciples to Jesus Christ (John 1:43-49, Mark 8:27-29)
- 10.2.6 Response of other people to Jesus Christ (John 6:1-2, 24)

TERM III

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 11.0: CHRISTIAN VIRTUES

11.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) give examples of occasions when God keeps His promises
- b) give reasons why he/she should be honest at home, school and community
- c) state ways he/she can be fair at home, school and community
- d) rejoice in God's love
- e) thank God for loving him/her
- f) rely on God always
- g) be honest
- h) be fair

11.2 CONTENT

- 11.2.1 Examples of occasions when God keeps His promises (Matthew 5:33-37, Genesis 18:1-15; 21:1-8)
- 11.2.2 Acceptance (John 13:20, Luke:11-24)
- 11.2.3 Trust (Matthew 21:28-31a)
- 11.2.4 Honesty (Ephesians 4:15, Acts 5:1, Exodus 20:16)

- 11.2.5 Fairness (Genesis 37:12-35, 1 Kings 21)

SUB-THEME: DISCIPLESHIP

UNIT 12.0: CONCERN AND SHARING

12.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the ways in which he/she can help people in need
- b) tell the story of Elisha and the rich woman from Shunem
- c) state how the early Christians shared their possessions
- d) mention how possessions were shared in traditional African society
- e) name voluntary agencies that care for the needy
- f) identify with the needy
- g) appreciate the work of voluntary agencies
- h) be willing to share his/her possessions with others

12.2 CONTENT

- 12.2.1 Concern for the needy (Matthew 25:4)
- 12.2.2 The rich woman from Shunem (2Kings 4:8-17)
- 12.2.3 The way the early Christians shared their possessions (Acts 4:32-37)
- 12.2.4 Sharing possessions in traditional African society
- 12.2.5 The role of voluntary agencies
- 13.2.2 The readiness to care for others (Acts 3:1-16)

SUB-THEME: EASTER

**UNIT 13.0: JESUS CHRIST CARES
FOR THE NEEDY**

13.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) tell how Jesus Christ cared for the needy
- b) be willing to care for others

13.2

13.2.1

CONTENT

Jesus' care for the needy;

- the blind (Mark 10:46-52)
- the ten lepers (Luke 17:12-19)
- Jairus' daughter (Luke 8:40-56)
- widow of Nain (Luke 7:11-15)

STANDARD THREE

TERM I:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: CARE FOR THE ENVIRONMENT

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state ways in which he/she can use plants
- b) list ways in which he/she can care for animals and trees
- c) state how God cares for His creation
- d) care for the environment willingly

1.2 CONTENT

- 1.2.1 Caring for plants
(Genesis 1:11, Psalms 104:13-14)
- 1.2.2 Caring for animals
(Genesis 1:20-24, Psalms 148:7-10)
- 1.2.3 How God cares for His creation
(Matthew 6:25-34)

UNIT 2.0: THE CHRISTIAN COMMUNITY

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention ways of worshipping God at home and church
- b) tell how he/she observes the Lord's Day/Sabbath
- c) respect the Lord's Day/Sabbath
- d) worship God always

2.2 CONTENT

- 2.2.1 Worshipping God at home
(Psalms 92:1-2, Deuteronomy 6:4-9, 1 Thessalonians 5:16-17)
- 2.2.2 Worshipping God in church
(1 Samuel 1:21-28, Luke 2:41-42)
- 2.2.3 Observing the Lord's Day/Sabbath
(Genesis 2:1-3, Exodus 20:8-11)

UNIT 3.0: TRADITIONAL WORSHIP

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the names of God in traditional African society
- b) mention occasions when prayers were said in traditional African society
- c) state the difference and similarities in worship between traditional African society and Christianity
- d) appreciate worship of God

3.2 CONTENT

- 3.2.1 Names of God in traditional African society
(Exodus 3:13-15, Matthew 1:20-23)
- 3.2.2 Worship in traditional African society
(Deuteronomy 6:4-9, Exodus 23:14-19, Numbers 15:17-21; 29:12-16)
- 3.2.3 Difference and similarities of worship in traditional African society and Christianity

SUB-THEME: THE BIBLE

UNIT 4.0: THE BIBLE STORIES

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name the patriarchs
- b) tell the story of David and Goliath in relation to courage
- c) tell the story of Lydia in relation to kindness
- d) tell the story of the birth of Jesus in relation to love
- e) appreciate the work of the patriarchs
- f) show courage
- g) practice kindness
- h) thank God for His love

4.2 CONTENT

- 4.2.1 Names of the patriarchs Abraham, Isaac, Jacob, Joseph, Matthew 1:16-18, Exodus 3:15)
- 4.2.2 The story of David and Goliath (1 Samuel 17:41-54)
- 4.2.3 The story of Lydia (Acts 16:11-15)
- 4.2.4 The birth of Jesus Christ (Matthew 1:20-23, Hebrews 1:1-2, John 3:16)

SUB-THEME: CHRISTMAS

UNIT 5.0: THE BIRTH OF JESUS CHRIST

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of Advent
- b) state ways in which he/she can prepare for the Advent
- c) state how he/she can share the joy of Christmas
- d) tell the story of the birth of Jesus Christ

- e) mention ways in which he /she can share with others at Christmas
- f) share the joy of Christmas willingly
- g) thank God for the gift of Jesus Christ

5.2 CONTENT

- 5.2.1 Meaning of Advent
- 5.2.2 Getting ready for the Advent (Luke 3:4-6)
- 5.2.3 Sharing the joy of Christmas (Luke 2:10)
- 5.2.4 The story of the birth of Jesus Christ (Matthew 1:18-24, Luke 2:1-20)
- 5.2.5 What we can share during Christmas

TERM II:

THEME: Moses (Hebrews 11:17-24,

RESPONSE

SUB-THEME: THE CHURCH

UNIT 6.0: THE WORSHIPPING COMMUNITY

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state different ways of worshipping God at home
- b) mention how he/she Worships God at home
- c) state how he/she worships God in the church
- d) be kind to others
- e) be thankful to God
- f) appreciate different ways of worship
- g) desire to worship God always

6.2 CONTENT

- 6.2.1 Ways of worshipping God:
giving thanks
(1 Thessalonians 5:18,
Psalms 100:4) praising Him
(Exodus 15:1-8, 2 Samuel 6:14,
15, Psalms 104:33, 47:1-9)
doing good actions
(Matthew 7:9-12, Ephesians 4:32,
1 Kings 17:8-24) forgiving other
(Matthew 6:14-15, Psalms 32:5)
praying (Psalms 4:8,
Daniel 6:11-24)
- 6.2.2 Worshipping God at home and at
church (Psalms 34:18; 47:1-9,
Matthews 28:20)

UNIT 7.0: RESPONSIBILITY AND SERVICE

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner
should be able to:

- a) mention God given abilities
- b) give qualities of a good servant
- c) state responsibilities of teachers, parents and children
- d) use his/her abilities to serve God
- e) desire to be a good leader

7.2 CONTENT

- 7.2.1 God given abilities
(Matthew 25:14-28)
- 7.2.2 Responsibilities of children,
teachers and parents
(Ephesians 6:1-4, Luke 4:22, 3)
- 7.2.3 Qualities of a good leader
- helper and willing to serve (Matthew 24:45-50,
Mark 10:17-22, Luke 17:7-10
Romans 12:1-2)
 - does not steal (Mark 10:19)
 - not afraid to tell the truth
(Luke 15: 11-24)
 - does not cheat
(1 Thessalonians 4:6)

SUB-THEME: PENTECOST

UNIT 8.0: SPIRIT FILLED PEOPLE

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner
should be able to:

- a) state the promise that Jesus Christ gave to His followers just before He ascended to heaven
- b) mention how the disciples prepared for the coming of the Holy Spirit
- c) state what happened on the day of Pentecost
- d) state what the Holy Spirit does in his/her life
- e) recognize the work of the Holy Spirit in his/her life
- f) lead a Spirit filled life

8.2 CONTENT

- 8.2.1 The promise of the Holy Spirit by Jesus Christ (John 14:16; 16:6-7)
- 8.2.2 How the disciples prepared for the coming of the Holy Spirit
- patience (Acts 1:2-5)
 - praying together (Acts 2:1-4)
- 8.2.3 Day of Pentecost (Acts 2:1-4)
- 8.2.4 The Holy Spirit gives
- courage (Acts 2:14-21)
 - strength (Acts 2:43-44, 46-47, 4:23-31)
 - ability to share (Acts 2:44-47, Acts 20:35)

TERM III

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 9.0: TOLERANCE AND FORGIVENESS

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state how it feels to be unforgiving
- b) state how God judges the unforgiving
- c) mention ways in which people were forgiven in traditional
- d) name those who are forgiven by God
- e) state why it is important to be tolerant
- f) state how it feels to be forgiven
- g) appreciate forgiveness
- h) forgiven those who wrong him/her
- i) be willing to be tolerant

9.2 CONTENT

- 9.2.1 How it feels to be unforgiving (Psalms 51:1-4)
- 9.2.2 How God judges the unforgiving (Matthew 18:21-35)
- 9.2.3 Ways people were forgiven in traditional African society
- 9.2.4 Who is forgiven by God (Matthew 6:12-15, 1 John 1:8-9, Luke 18:9-14)
- 9.2.5 Meaning of tolerance (Matthew 7:1-15)
- 9.2.6 Importance of tolerance (Romans 5:3-4)
- 9.2.7 How it feels to be forgiven (Psalms 32:1)

SUB-THEME: DISCIPLESHIP

UNIT 10.0: FAIR DEALING

10.1 SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to:

- a) state the meaning of fairness
- b) state how people can act fairly
- c) state what makes people act unfairly
- d) give ways in which he/she can put right what is unfair
- e) state reasons why people cheat
- f) state why Joseph's brothers acted unfairly
- g) describe how Joseph behaved as a slave
- h) describe the behavior of Joseph towards his brothers
- i) state how he/she should behave towards those who are unfair
- j) be willing to act fairly
- k) avoid cheating
- l) forgive those who wrong him/her as Joseph did

10.2 CONTENT

- 10.2.1 Meaning of fairness
- 10.2.2 Ways of acting fairly
- 10.2.3 Reasons why people act unfairly (1 Kings 21:1-19)
- 10.2.4 How unfairness can be corrected
- 10.2.5 Reasons why people cheat (Genesis 12:11-14)
- 10.2.6 The story of Joseph and his brothers;
 - why his brothers acted unfairly (Genesis 37:1-36)
 - how he behaved as a slave (Genesis 40:1-23)
 - how he behaved towards his brothers (Genesis 42:1-24, 45:1-28)
- 10.2.7 How we should behave towards others (Micah 6:8)
 - those who are fair to us
 - those who are unfair to us

SUB-THEME: EASTER

UNIT 11.0: DEATH AND RESURRECTION OF JESUS

- e) state the meaning of resurrection
- f) appreciate the death of Jesus Christ
- g) celebrate the resurrection of Jesus Christ

11.1 SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to:

- a) state occasions of joy and sorrow in his/her life
- b) name the person who betrayed Jesus Christ
- c) name the people who condemned Jesus Christ
- d) describe how Simon of Cyrene helped Jesus Christ

11.2 CONTENT

- 11.2.1 Joy and sorrow in life (Philippians 4:4-6, Psalms 23:4, John 16:19-20)
- 11.2.2 Judas Iscariot betrays Jesus Christ (Luke 22:3-6, 21-23, 47-53)
- 11.2.3 The people who condemned Jesus Christ (Matthew 27:15-26)
- 11.2.4 Simon of Cyrene helps Jesus Christ (Luke 23, 26-42)
- 11.2.5 Meaning of the resurrection of Jesus Christ (Luke 24:33-43)

STANDARD FOUR

TERM I

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: JESUS AND CREATION

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the effects of weather in his/her life
- b) state the effects of water on his/her life
- c) explain the power of Jesus Christ over nature as illustrated in the miracles
- d) state how he/she responds to Jesus Christ
- e) appreciate the Jesus Christ has power over Nature
- f) thank God for Jesus Christ
- g) desire to follow Jesus Christ

1.2 CONTENT

1.2.1 Effects of weather and water (Genesis 7:11-24, Numbers 20:2-6, Psalms 104:10-14)

1.2.2 Miracles of Jesus Christ;

- the feeding of the five thousand people (John 6:1-13)
- the raising of Lazarus (John 11:38-44)
- the miraculous catch of fish (Luke 5:3-12)
- the calming of the storm (Luke 8:22-25)
- walking on water (John 6:16-21)

1.2.3 Response to the power of Jesus Christ (John 1:3)

SUB-THEME: THE BIBLE

UNIT 2.0: JESUS CHRIST OUR LEADER

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) list the qualities of a good leader
- b) explain how Jesus Christ obeyed His father
- c) describe how Jesus Christ used His power and authority to cleanse the temple
- d) state how Jesus Christ showed His power to forgive sin and heal the sick
- e) state what Jesus Christ told His disciples to do when He sent them out
- f) list the qualities of Jesus Christ as a perfect leader
- g) state how he/she can accept the authority of Jesus Christ
- h) explain the responsibility of church leaders to the people
- i) give reasons for following Jesus Christ
- j) mention the difficulties that are experienced when following Jesus Christ
- k) admire good leaders
- l) strive to be good leaders
- m) imitate Jesus Christ in His obedience to God His father
- n) report church leaders
- o) desire to follow Jesus Christ

2.2 CONTENT

- 2.2.1 Qualities of a good leader (1 Timothy 3:1-7)
- 2.2.2 Jesus Christ;
 - obeying God the father (John 7:17, Matthew 3:13-17)
 - forgiving sin (Luke 5:17-25)
 - sending out the twelve disciples (Luke 9:1-6)
 - the perfect leader (Micah 3:1-4, 1 Timothy 3:1-13)
- 2.2.3 Accepting the authority of Jesus Christ
 - the responsibility of church leaders (Mark 8:1-9)
 - following Jesus Christ (1 John 4:18, Mark 9:14-29)

SUB-THEME: EASTER

UNIT 3.0: JESUS OUR SAVIOUR

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state what it means to be unselfish
- b) state which people are selfish
- c) state how selfishness stops us from being kind
- d) explain how unselfishness set us free
- e) describe how difficult it was for Jesus Christ in the garden of Gethsemane
- f) explain how Jesus Christ was unselfish through His suffering, death and resurrection
- g) state how he/she can respond to Jesus Christ as the savior
- h) develop unselfish behaviour
- i) appreciate the unselfish acts of Jesus Christ
- j) thank God for Jesus Christ

3.2 CONTENT

- 3.2.1 Meaning of unselfishness (1 Samuel 1:9-18, John 15:13)
- 3.2.2 Selfishness;
 - people who are selfish (Mark 10:17-23, cleaning the temple, Matthew 26:14)
 - how selfishness stops us from being kind (Galatians 5:13, 19-23)
- 3.2.3 Jesus Christ saves;
 - the garden of Gethsemane (Luke 22: 39-44)
 - His suffering, death and resurrection (Matthew 27:34-50)
 - He overcame evil through His death (John 11:25-26)
- 3.2.4 How we respond to Jesus' salvation (John 15:13, Galatians 5:22-23)
- 3.2.5 Jesus Christ the Good Shepherd (John 10:11-16)

TERM II:

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: FOLLOWING JESUS CHRIST AS A LEADER

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) give examples of how a good leader serves people
- b) state the kind of service he/she can give at home, school, community and the nation
- c) explain different kinds of service offered by Jesus Christ
- d) give reasons why he/she should serve others
- e) be grateful to God for the good leaders He has given us

- f) be eager to serve in the home, school, community and nation
- g) desire to follow the example of Jesus Christ
- h) desire to serve others

4.2 CONTENT

- 4.2.1 How good leaders serve us (1 Timothy 3:1-13)
- 4.2.2 Service; (1 Peter 2:21)
 - at home
 - at school
 - in the community
 - in the nation
 - in the church (1 Samuel 3:1)
- 4.2.3 Jesus Christ;
 - washing the disciples' feet (John 13:5-17)
 - teaching His disciples (Luke 8:18-22; 11:38-41, John 21:15-19)
 - healing the centurions' Servant (Matthew 8:5-13)

SUB-THEME: THE TEACHINGS OF JESUS CHRIST

UNIT 5.0: CHOOSING TO BELONG

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state occasions when he/she has chosen to obey and disobey
- b) state how different people in the Bible made their choices
- c) list the losses of not belonging to a family
- d) desire to seek God's guidance in making choices in his/her life
- e) desire to make correct choices in his/her life
- f) desire to belong to the family of God.

5.2 CONTENT

- 5.2.1 Making our choice as Christians (Genesis 3:1-24)
- 5.2.2 Choices made by:
 - Abraham and Isaac (Genesis 22:1-13)
 - Moses (Exodus 3:2-15; 4:1-17)
 - Ruth (Ruth 1:3-18)
 - Solomon (1 Kings 3:1-14)
 - Levi (Luke 5:27-32)
 - Ananias and Saphira (Acts 5:1-11)
 - Jesus Christ during the temptations (Luke 4:1-12)
- 5.2.3 Choosing to belong to the family of Jesus Christ (Ephesians 6:1-6)

SUB-THEME: PENTECOST

UNIT 6.0: CHRISTIAN COMMUNITIES IN KENYA

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name some of the Christian communities in his/her area
- b) state the different types of work done by Christian communities in Kenya
- c) describe the life of the early church
- d) appreciate the different Christian communities in Kenya
- e) appreciate the work done by the Christians in Kenya
- f) thank God for Christians in the early church
- g) desire to be members of the Christian community

6.2 CONTENT

- 6.2.1 Christian communities in Kenya;
 - what they are (Acts 11:26; 13:1; 18:22-23)
 - their work (Matthew 25:34-40, Mark 9:14-29, Acts 1:8)
- 6.2.2 The early church (Acts 2:41-46; 4:32-35; 11:27-30)
- 6.2.3 Christian sacred places (Mark 11:15-17)

TERM III

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOUR

UNIT 7.0: SHARING AND VOLUNTARY SERVICES

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the importance of sharing work
- b) state how work was shared in traditional African community
- c) give reasons why children should not be exploited through work
- d) mention different ways of serving others
- e) give examples of voluntary work
- f) desire to serve others
- g) give thanks for voluntary services
- h) desire to work with others

7.2 CONTENT

- 7.2.1 Importance of sharing work (Galatians 6:2, Luke 9:1-2,6, Samuel 2:18-20, Acts 6:2-3)
 - at home
 - at school
- 7.2.2 Sharing work in Traditional African community

- 7.2.3 Benefits of sharing work (Acts 4:32-37)
- 7.2.4 Serving others (Luke 10:29-37, Deuteronomy 24:19-21)
- 7.2.5 Exploitation of children through work
- 7.2.6 Types of voluntary services (Matthew 9:35-38, Acts 4:32-37)

SUB-THEME: DISCIPLESHP

UNIT 8.0: PEACE

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of peace
- b) describe ways peace was expressed in traditional African society
- c) state the teaching of Jesus Christ on peace
- d) mention ways of promoting peace with God, oneself and others
- e) desire to be at peace with God, oneself and others

8.2 CONTENT

- 8.2.1 Meaning of peace (John 14:27)
- 8.2.2 Expression of peace in traditional African society
- 8.2.3 Teachings of Jesus Christ on peace (John 14:1-3; 20:19)
- 8.2.4 Being at peace with;
 - God (2 Thessalonians 3:16, Romans 5:1, Psalms 29:11, Colossians 1:20) oneself (Luke 18:9-13)
 - others. (2 Corinthians 13:11, Matthew 5:9, Ephesians 2:14-15 Romans 12:18)
 - Agencies that work for peace

SUB-THEME: CHRISTMAS

UNIT 9.0: THE BIRTH OF THE PRINCE OF PEACE

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state ways of expressing peace at home, school and in the community
- b) state the promises made about the Messiah by Prophet Isaiah
- c) narrate the story of the birth of Jesus Christ
- d) be grateful to God for sending Jesus Christ with others

e) desire to be at peace

9.2 CONTENT

- 9.2.1 Peace;
 - at home (Ephesians 4:32-32)
 - at school
 - in the community
- 9.2.2 The promise of the prince of peace (Isaiah 7:14; 9:6, Micah 5:2, Matthew 1:18-23; 2:1-11, John 14:27)
- 9.2.3 The Prince of Peace;
 - annunciation of (Luke 1:26-38)
 - birth (Luke 2:1-14)

STANDARD FIVE

TERM I:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: GROWING UP IN CHRIST

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) explain the role of boys and girls
- b) explain how we are wonderfully made
- c) state the traditional view of boy/girl relationship
- d) describe the Christian teaching of boy/girl
- e) write down the effects of irresponsible boy/girls relationship
- f) explain how growth in Christian faith affects the daily life of a Christian
- g) appreciate the fact that we are wonderfully made
- h) strive to lead a righteous life
- i) thank God for who he/she is

1.2 CONTENT

- 1.2.1 We are wonderfully made (Psalms 139:13-15, Genesis 1:26-27)
- 1.2.2 Gender roles (Galatians 3:28)
- 1.2.3 Growing to maturity (Ephesians 4:13-14)
 - Physical growth (1 Timothy 4:12, Ecclesiastes 2:1-8; 11:9-10)
 - Emotional growth (Galatians 5:22, 1 Corinthians 13:11)
- 1.2.4 Boy/girls relationships traditional African view Christian teaching

1.2.5 Effects of irresponsible boy/girls relationship;

- teenage pregnancy
- STIs
- HIV/AIDs
- child abuse
- school dropouts

1.2.6 Living what we believe (Acts 6:8-9)

SUB-THEME: THE BIBLE

UNIT 2.0: THE TEN COMMANDMENTS

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) write down the ten commandments
- b) recite the ten commandments
- c) give ways of putting God first
- d) list ways of showing respect to his/her mother and father
- e) identify who his/her neighbours are
- f) state how he/she can relate well with his/her neighbours
- g) maintain good relationship with his/her neighbours
- h) respect his/her parents
- i) thank God for his/her parents
- j) honour God

2.2. CONTENT

- 2.2.1 The Ten Commandments: (Exodus 20:1-17)
 - worship no god but me (Exodus 20:3, Luke 4:5-8)
 - make no images and do not bow to any idol (Exodus 20:4)
 - do not use my name for evil purposes (Exodus 20:7, Matthew 5:33-37)
 - observe the Sabbath and keep it holy (Exodus 20:12)

- respect your father and mother (Luke 2:51-52, Exodus 20:12)
 - do not commit adultery (Exodus 20:14)
 - do not steal (Exodus 20:15)
 - do not accuse anyone falsely (Exodus 23:1-3, 6, 8, Matthew 5:33-37)
 - do not covet other people's property (1 Kings 21:1-29,
- 2.2.2 The greatest commandment; (Matthew 22:36-40)
- Love the Lord your God with all your heart, with all your soul and with all your mind.
 - Love your neighbour as you love yourself (Luke 6:27-36; 10:25-37 Romans 13:8-10)

SUB-THEME: EASTER

UNIT 3.0: NEW LIFE IN CHRIST

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state ways of enjoying life
- b) describe what new life is
- c) explain how John the disciple experienced new life in Christ
- d) write down the part played by Moses in uniting the people of God
- e) write down what Jeremiah said about the new covenant
- f) explain how Jesus Christ give new life
- g) state how a Christian should live a new life
- h) state the challenge met by Christians in the new life
- i) desire to lead a new life in Christ

3.2 CONTENT

- 3.2.1 Enjoying life with others (John 2:1-10)
- 3.2.2 New life (John 15:14)
- 3.2.3 New life experienced by John the disciple of Christ (John 16:14;

19:25; 21:2; Luke 22:19, Mark 5:21-42; 3:17 Matthew 4:21-23; 10:1-4; 26:56; 27:56, Acts 3:1-4; 22; 5:17-20; 12:2)

3.2.4 Covenant in relation to:

- Moses (Exodus 19:1, 4-7; 16-17; 25:1-7; 24:4-8)
- Jeremiah (Jeremiah 11:1-11; 31:29-34)

Exodus 20:1-17) Christ (Matthew 5:17, 21, 22, 27, 28, 43, 44; John 10:10; 13:34; 15:14, Luke 22:14-20, Acts 2:1-4, 11)

3.2.5 How Jesus Christ give new life (John 2:1-10, 15:14, Exodus 24:4-8, Luke 9:57-67)

3.2.6 How a Christian lives the new life (John 13:34)

3.2.7 Challenge of living a new life (John 13:2-5, Luke 9:57-67)

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: EXPRESSING OUR FAITH

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) List the truths in the Apostles' creed
- b) State the meaning of each truth in the Apostles' creed
- c) Recite the Apostles' Creed
- d) Believe the truths of the Apostles' creed
- e) Accept the truths of the Apostles' creed

4.2 CONTENT

- 4.2.1 The Apostle's creed (Acts 2:42, Genesis 1:1-15, John 3:16; 6:47; 16:13; 17:3, Acts 1:1, Corinthians 6:19; 15:20, Titus 3:5, Galatians 3:28; 5:22; 14:1-13)

SUB-THEME: TEACHING OF JESUS

UNIT 5.0: LIVING AS A WITNESS TO THE FAITH

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of a true witness
- b) state who a true Christian witness is
- c) state ways of loving his/her enemies
- d) identify ways of bearing true witness
- e) love his/her enemies
- f) desire to be a true witness

5.2 CONTENT

- 5.2.1 Christian witness;
- meaning of Christian witness (John 1:29-34)
 - when people pretend (Luke 20:20-26)
 - standard of judging a true witness (1 John 4:1-3, 1 Peter 2:1-3; 1 Corinthians 3:4-8)
 - knowing when people pretend (Matthew 26:47-50)
 - true happiness (Matthew 5:4,5)
 - loving your enemies and doing good to them (Matthew 5:43-47)
 - not to condemn others (John 8:1-11)
 - bearing true witness (Matthew 7:24-27)

SUB-THEME: PENTECOST

UNIT 6.0: ROLE OF THE HOLY-SPIRIT

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) list the gifts of the Holy Spirit
- b) state the fruits of the Holy Spirit
- c) distinguish between the gift and the fruits of the Holy Spirit
- d) desire to lead a Spirit guided life
- e) appreciate the gifts and the fruits of the Holy Spirit
- f) respond to the working of the Holy Spirit in his/her life

6.2 CONTENT

- 6.2.1 Gifts of the Holy Spirit; (1 Corinthians 12:1-11)
- preaching
 - spiritual language
 - interpreting spiritual language
 - knowledge
 - faith
 - healing
 - working miracles
 - speaking God's message
- 6.2.2 Fruits of the Holy Spirit (Galatians 5:22,23, Ephesians 4:32;)
- love
 - joy
 - peace
 - patience
 - kindness
 - goodness
 - faithfulness
 - humility
 - self-control

- 6.2.3 The role of the Holy Spirit in the life of a Christian (Galatians 5:16-18, Luke 6:35; 8:43-48, John 14:26; 16:12-15)

TERM III:

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 7.0: COPING WITH CONFLICT

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of conflict
- b) list vices that cause conflict in our lives
- c) explain various ways he/she can overcome vices that cause conflict
- d) explain ways he/she can cope with conflict
- e) state the importance of listening and sharing with one another
- f) explain how he/she can overcome conflict with the help of the Holy Spirit
- g) state ways in which he/she knows that Jesus loves him/her
- h) describe how his/her relationship with God helps him/her cope with conflict in life
- i) avoid conflict in his/her life
- j) desire to have self control
- k) trust in God
- l) desire to overcome conflict through prayer
- m) listen to and share with one another

7.2 CONTENT

- 7.2.1 Vice that cause conflict; anger, envy, dislike, fear (1 Samuel 18:6-9)
- 7.2.2 Coping with conflict;
 - overcoming anger (Romans 7:15; 12:17-19, Ephesians 4:26; Galatians 5:17)
 - overcoming envy overcoming dislike (Ephesians 4:26)
 - overcoming fear (Psalms 62:8, Genesis 28:10-22, Isaiah 41:10)
 - obeying authority (Genesis 3:1-6; 20-24, Romans 13:1-3)
 - seeing the good in others (Luke 6:37-42, Genesis 1:27, Romans 3:23)
 - help of the Holy Spirit (Galatians 5:22-23)
- 7.2.3 Jesus Christ loves us (Luke 18:15-17; 11:9)

SUB-THEME: DISCIPLESHIP

UNIT 8.0: GOOD RELATIONSHIPS

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe how good relationships are developed
- b) explain how trust is developed
- c) state obstacle to good relationships
- d) state what threatens good relationships
- e) explain how good relationships were developed in traditional African society
- f) narrate the story of David and Jonathan
- g) state what threatens good relations with God
- h) describe how Jesus Christ and Peter related to each other
- i) explain how Christians can develop good relationships in the community

- j) list qualities of a good friend
- k) desire to develop good relationship with God and others
- k) appreciate the relationship between Jonathan and David
- m) thank God for good friends

8.2 CONTENT

8.2.1 Developing good relationship with others;

- how good relationships are developed
- how trust is developed
- obstacles and threats(2 Timothy 3:1-15)

8.2.2 Good relationship in traditional African communities

8.2.3 The story of Jonathan and David (1 Samuel 19:4-6; 20:42; 20:24)

8.2.4 Good relationship with God;

- what threatens it (Acts 8:1-3, 9:1-19)
- story of Jesus and Peter (Luke 22:54-62)
- life of Christians in the community

8.2.5 Qualities of a good friend(Proverbs 17:17, Romans12:9-13)

SUB-THEME: CHRISTMAS

UNIT 9.0: JESUS THE LIGHT OF THE WORLD

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) narrate the story of the visit of the wise men to Jesus Christ

- b) state Christian deeds that bring light to the world
- c) describe how Jesus Christ attracts people to Himself
- d) mention how Christians attract others to Jesus Christ
- e) explain how Jesus Christ helps us to see the truth
- f) describe how Jesus Christ brings light to us
- g) mention how Christians can overcome fear
- h) narrate the story of Paul and Silas
- i) describe how he/she can attract others to Jesus Christ
- j) rejoice in the birth of Jesus Christ
- k) desire to attract others to Jesus Christ
- l) appreciate Jesus Christ as the light of the world

9.2 CONTENT

9.2.1 Wise men find Jesus Christ (Matthew 2:9-12, Luke2:25-32)

9.2.2 Christian deeds that bring light to the world (1 Peter 2:9-10, Romans 13:12-14, Ephesians 5:8-11)

9.2.3 How Jesus Christ attracts people to himself (John6:1-13; 1:9)

9.2.4 How Christians attract others to Jesus Christ(Matthew 5:16)

9.2.5 How Jesus Christ helps us to see the truth (Mark 4:3-1013-20)

9.2.6 How Jesus Christ brings life (John 8:12; 14:6, Matthew11:28)

9.2.7 How Jesus Christ helps us to overcome fear (Luke 2:8-14)

9.2.8 The story of Paul and Silas (Acts 16:22-28)

STANDARD SIX

TERM I:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 10: THE CREATION OF HUMAN BEINGS

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) narrate the Biblical creation stories
- b) describe the fall of human beings
- c) tell some creation stories from traditional African society
- d) state the authority given to human beings over creation
- e) write down ways of responding to God's creation
- f) appreciate God's creation
- g) care for God's creation
- h) appreciate the traditional African stories of creation.

1.2 CONTENT

- 1.2.1 Stories of creation in the Bible,
 - creation of human beings (Genesis 1:26-28; 2:5-25; 5:1, Psalms 139:14, Matthew 19:4)
 - the fall of human beings (Genesis 3:1-14)
 - authority given to human beings over creation (Genesis 1:28-30)
- 1.2.2 Creation stories in traditional African society
- 1.2.3 How we respond to God's creation (Psalms 104:5-9; 24-26)

SUB-THEME: THE BIBLE

UNIT 2.0: NEW LIFE IN THE COMMUNITY

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state what new life is
- b) describe the occasions that mark new life in traditional African society
- c) explain what new life means for Christians
- d) list what God shares with us in the new life
- e) mention ways Christians share with others
- f) state how the ancestors served their clans
- g) explain how the ancestors shared their possessions
- h) explain how Christians share their possessions
- i) desire to share the new life with others
- j) desire to share his/her possessions with others
- k) be willing to share his/her talents with others

2.2 CONTENT

- 2.2.1 New life in traditional African society
- 2.2.2 New life in Christianity (Ephesians 4:17-32, 2 Corinthians 5:17)
- 2.2.3 How we give our lives to God (Genesis 12:1-9, Malachi 3:8-12)
- 2.2.4 God sharing with us new life (Titus 3:4-8)

- 2.2.5 Christians sharing with others
(Acts 6:1-6; 2:44-47; 4: 4:34-35,
Hebrews 13:15-18,
James 2:14-17)
- 2.2.6 How our ancestors served the clan
(Hebrews 13:1, Genesis 11:26-29)
- 2.2.7 How our ancestors shared their
possessions
- 2.2.8 How Christians share talents/skills
with others (Ephesians 4:11)
- 2.2.9 How Christians share their new
life with Jesus Christ
(Matthew 25:33-40)

SUB-THEME: EASTER

UNIT 3.0: BREAKING THE BREAD

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) write down the importance of sharing a meal
- b) state the meaning of Passover
- c) narrate what Jesus Christ did during the last supper
- d) state reasons why Christians celebrate the death and resurrection of Jesus Christ
- e) state how the communion is shared
- f) state how he/she can prepare for the second coming of Jesus Christ
- g) write down the meaning of repentance and forgiveness
- h) explain how the celebration of the breaking of bread is done
- i) list the values required during the breaking of the bread
- j) desire to share a meal with others
- k) look forward to the second coming of Jesus Christ

- l) appreciate the celebration of the Lord's supper
- m) repent and forgive willingly
- n) practice values required in the breaking of bread

3.2 CONTENT

- 3.2.1 The importance of sharing a meal
(Luke 19:1-10)
- 3.2.2 The meaning of Passover
(Exodus 12:21-28)
- 3.2.3 What Jesus Christ said and did during the last supper
(Luke 22:17-19)
- 3.2.4 Why we remember the death and resurrection of Jesus Christ (1 Corinthians 11:23-26, Luke 24:1-9)
- 3.2.5 How the communion is shared (1 Corinthians 11:23-26, Acts 2:42-47, John 6:1-14)
- 3.2.6 Getting ready for the second coming of Jesus Christ
(2 Peter 3:10-15)
- 3.2.7 The meaning of repentance and forgiveness (Luke 15:11-32)
- 3.2.8 Celebrating the breaking of bread
(1 Corinthians 11:23-26)
- 3.2.9 Values required during the breaking of bread (Acts 2:42-47)

TERM II

THEME RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: CHRISTIANS SUPPORTING PEOPLE WITH SPECIAL NEEDS

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name people with special needs
- b) state how Christians support people with special needs
- c) give reasons why Christians should support people with special needs
- d) tolerate people with special needs
- e) be willing to support people with special needs
- f) be patient with the people with special needs

4.2 CONTENT

4.2.1 Christians supporting people with special needs:

- visually impaired (John 9:1-12)
- physically handicapped (Acts 3:1-10)
- hearing impaired (Mark 7:31-35,37)
- mentally handicapped (Matthew 8:28-34)
- behaviorally and emotionally disturbed
- those with communication disorders (Matthew 9:32-33)
- orphans (Deuteronomy 26:12, James 1:27, Jeremiah 7:5-6)
- the poor (Psalms 41:1)
- people living with HIV/AIDS (Mark 1:34)
- street children (Jeremiah 7:5-6)
- refugees (Mark 2:1-12)

- 4.2.2 Why Christians should care for people with special needs (James 2:14-17)

SUB-THEME: THE TEACHINGS OF JESUS CHRIST

UNIT 5.0: LIVING A RESPONSIBLE LIFE

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe his/her interests and abilities
- b) state his/her own acceptable character traits and less acceptable traits
- c) state ways he/she can express feelings of worth
- d) state how others regard him/her
- e) state how he/she can behave responsibly at home and in public
- f) describe importance of following instructions
- g) explain how he/she can develop goal seeking behavior
- h) respect authority
- i) appreciate himself/herself
- j) set clear goals
- k) respect others
- l) respect his/her property and that of others
- m) make and maintain friendship

5.2 CONTENT

5.2.1 Acquiring self awareness /self worth (Isaiah 43:4)

5.2.2 Identifying interests and abilities (1 Peter 4:10-11, 1 Corinthians 12:4-11, Matthew 25:14-30, Exodus 35:30-35)

5.2.3 Character traits needed for acceptance by others (Galatians

5.2.4 Acceptance feelings of worth (Isaiah 43:4)

- 5.2.5 Acquiring socially responsible behavior (1 Peter 2:1-5, Ephesians 4:25-32, John 15:11-15, Galatians 5:23-26, Colossians 3:20, Romans 13:1-5, Matthew 5:14-16)
 - at home
 - in public
- 5.2.6 Developing goal seeking Behavior (Matthew 25:14-30)
- 5.2.7 Developing Life Skills;
 - assertiveness
 - decision making
 - critical thinking
 - creative thinking
 - how to listen and respond

SUB-THEME: PENTECOST

UNIT 6.0: BEING LED BY THE HOLY SPIRIT

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) list the fruits and the gifts of the Holy Spirit
- b) tell the story of Gideon
- c) explain how Paul responded to the Holy Spirit
- d) explain how the Holy Spirit guided the writers of the Bible
- e) narrate the story of Philip and the Ethiopian Eunuch
- f) describe the charismatic renewal in Kenya
- g) state how the Holy Spirit has led to the unity in the church
- h) desire to be led by the Holy Spirit
- i) read the Bible daily
- j) use the Bible as his/her guide
- k) appreciate the charismatic renewal in the church today

6.2 CONTENT

- 6.2.1 Gifts and fruits of the Holy Spirit (1 Corinthians 12:4-11, Galatians 5:22-23)
- 6.2.2 Story of Gideon (Judges 6:11-16; 7:13; 7:16-22)
- 6.2.3 Response of Paul to the Holy Spirit (Acts 16:6-10, 18:9-11, 20:22-24)
- 6.2.4 How the Holy Spirit led the writers of the Bible (2 Timothy 3:14-17)
- 6.2.5 Using the Bible as our guide;- Story of Philip and the Ethiopian Eunuch (Acts 8:26-40)
- 6.2.6 Charismatic renewal in the church in Kenya (John 1:12, Acts 5:32, Luke 11:13)
- 6.2.7 The Holy Spirit in the life of a Christian (2 Peter 1:2-4, John 16:42; 16:150, 1 Peter 2:1-5, Acts 13:1-4)
- 6.2.8 Unity in the church (Ephesians 4:3-6)

TERM III

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 7.0: GOD'S PEOPLE COME TOGETHER

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) mention the differences among pupils in class
- b) state differences in the local community
- c) explain how he/she can overcome various social barriers in life
- d) state how he/she accepts the need people in society
- e) state how we are all equal before God
- f) explain the role of the church in uniting people

- g) be grateful to God for individual differences
- h) accept differences among pupils in class
- i) accept that in spite of ethnic difference it is important to live together in peace
- j) appreciate the effort made by the church to unite people
- k) respect each other and other religions
- l) realize that we are all equal before God.

7.2 CONTENT

- 7.2.1 Differences in class (Psalms 139:13-18)
- 7.2.2 How different we are in our local communities;
 - ethnic (Romans 12:4-10)
 - racial (Galatians 3:28, John 4:7-9)
 - wealth (Luke 16:19-31; 18:24-25)
 - poverty (Romans 15:26-29)
 - religion (Corinthians 10: 32-33)
 - nationality (1 Corinthians 1:29-31, 9:19-21)
- 7.2.3 Accepting the needy people (Luke 17:11-19, 10:25-37, James 2:5-9, 14-18)
- 7.2.4 We are all equally important before God (1 Corinthians 12: 14-20, James 2:1-4)
- 7.2.5 Role of the church in uniting people (Psalms 133:1-3, John 17:9-11, James 4:11-12)

THEME: RELATIONSHIPS

SUB-THEME: DISCIPLESHIP

UNIT 8.0: DIGNITY OF WORK

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) define work
- b) give reasons why people work today and in traditional African society
- c) explain why God wants him/her to work
- d) explain how work is divided at home
- e) describe various forms and effects of child labour
- f) describe how people work in the community and in the nation
- g) explain the importance of manual work
- h) state what it means to work for God
 - i) work willingly
 - j) appreciate the various types of work done by people
 - k) develop positive attitude toward work

8.2 CONTENT

- 8.2.1 Definition (3:12, Genesis 2:1-3; 2:15)
- 8.2.2 Reasons why people work today and in traditional African society
- 8.2.3 Reasons why God wants us to work (John 4:40-44; 5:17, Romans 12:6-8, John 9:4, Matthew 4:18-22)
- 8.2.4 Division of work at home (1 Thessalonians 4:11-12; 2 Thessalonians 3:10-12, Colossians 3:23)
- 8.2.5 Forms of child labour (2 Kings 5:2)
- 8.2.6 Effects of child labour (Acts 16:16)
- 8.2.7 Working in the community (2 Thessalonians 3:6-13)

- 8.2.8 Working for the nation
(Romans 13:6-8)
- 8.2.9 Dignity of manual work
(2 Thessalonians 3:7-8,
Genesis 4:2, Act 18: 1-4)
- 8.3.0 Attitudes towards work
(Luke 18:9-14)
- 8.3.1 What it means to work for God
(Romans 16:1-2,6)

SUB-THEME: CHRISTMAS

UNIT 9.0: THE HOPE OF THE WORLD

9.1 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- a) state what his/her hopes are
 - b) explain what his/her future hopes are
 - c) state how he/she overcomes disappointment
 - d) describe what a Christian hopes for
 - e) state the hopes of the wise men
 - f) explain how God is a sure hope for human kind
 - g) state the purpose God the Father has for his/her life
 - h) give the meaning of eternal

life

- i) develop Christian hope
- j) develop a sure hope in Jesus Christ
- k) desire to live a holy life in the hope of eternal life
- l) seek God's purpose in his/her life

9.2 CONTENT

- 9.2.1 Our hopes;
 - after primary school
(Romans 8:23-25,28)
 - future adult life
(Psalms 138:7-8,
Jeremiah 29:10-14)
- 9.2.2 How we overcome disappointment
(1 Corinthians 13:9-13)
- 9.2.3 Jesus Christ the hope of the world;
 - the wise men hope for the King
(Matthew 2:1-23)
 - a sure hope for human kind
(Matthew 1:18-22, Romans 15:12, John 17: 25-26)
 - what a church hopes for
(John 3:16)
- 9.2.4 Our ambitions in life
(Micah 6:6-8)
- 9.2.5 Jesus Christ's hope of eternal life
(John 3:16; 3:36)
- 9.2.6 Eternal life home it is received (1
Corinthians 15:12, 21, 35, 42-44)
- 9.2.7 Life after death

STANDARD SEVEN

TERM I

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: GOD GIVEN TALENTS/ ABILITIES AND THEIR USES

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state what talents are
- b) mention the use of talents at home and at school
- c) state how he/she can use talents during free time
- d) state what abilities are
- e) state how he/she can improve his/her abilities at school and at work
- f) tell how Christian cooperate with God
- g) list the values he/she acquires in using talents and abilities
- h) desire to use his/her abilities well
- i) appreciate the talents he/she has.

1.2 CONTENT

- 1.2.1 Meaning of talents
(1 Samuel 16:14-23)
- 1.2.2 Their use; (Matthew 25:14-30)
 - at home
 - at school
(1 Corinthians 12:4-7)
 - during free time
(1 Peter 4:10-11)
- 1.2.3 Meaning of abilities
(Exodus 35:31-3)

- 1.2.4 Improvement of abilities;
 - at school
(1 Corinthians 12:4-10)

- at work
(1 Corinthians 12:4-10,
John 13:12-15,
Exodus 36:1-2)

- 1.2.5 The work of Christians for God
(Exodus 5:2-4, Jeremiah 1:4-8,
Acts 18:24-28)

- 1.2.6 Values acquired in Education (2
Timothy 1:6; 2:5-6, 15, Proverbs
2:1-4)

SUB-THEME: THE BIBLE

UNIT 2.0: THE SERMON ON THE MOUNT

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the difference between secular and Christian values
- b) list Christian values given in the sermon on the mount
- c) explain how Christian values from the sermon on the mount are demonstrated in the life of a Christian
- d) give reasons why a Christian should be just
- e) explain how forgiveness and reconciliation is a sign of loving our enemies
- f) state ways in which he/ she can promote peace and contentment
- g) explain the importance of prayer and fasting in Christian living
- h) list down living values acquired in education
- i) describe ways in which a Christina can live a life of integrity

- j) desire to live a pious life
- k) appreciate Christian values

2.2 CONTENT

- 2.2.1 Christian value versus secular values (Matthew 5:1-11)
- 2.2.2 Christian values from the sermon on the mount (Matthew 6:1-4); poverty (Matthew 5:3) mercy and charity (1 Corinthians 15:58) humility (Matthew 5:5) purity (Matthew 5:8, 27-28, Philippians 1:9-11)
- 2.2.3 Discernment, judgement and justice in Christian life (Matthew 7:1-15, Proverbs)
- 2.2.4 Forgiveness and reconciliation (Matthew 5:43-48)
- 2.2.5 Peace and contentment (Matthew 6:25-31, Romans 12:18, John 14:27, Matthew 5:23-24)
- 2.2.6 Prayer and fasting (Matthew 6:5-16, Ephesians 6:18, Matthew 6:16-18, Isaiah)
- 2.2.7 True riches (1 Timothy 6:6)
- 2.2.8 Integrity (Matthew 6:19-21, 1 Corinthians 10:21, 2 Corinthians 8:21)
- 2.2.9 Living values acquired in education; (1 Timothy 6:20, 2 Timothy 4:12)
 - honesty
 - cooperation
 - respect
 - obedience
 - self-discipline
 - sharing (2 Corinthians 9:7)

SUB-THEME: EASTER

UNIT 3.0: ETERNAL LIFE

3.1 SPECIFI OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state what eternal life is
- b) explain how eternal life is the way of holiness
- c) state how eternal life is the way of faith
- d) explain how eternal life is the way of love
- e) describe how eternal life is the way of joy
- f) describe how eternal life is the way of hope
- g) state how eternal life is way of justice
- h) explain how eternal life is the way of purposeful suffering
- i) explain how eternal life is living forever in love
- 58:3j) describe traditional African beliefs on life after death
- k) desire to experience the joy of eternal life
- l) appreciate the traditional view on life after death

3.2 CONTENT

- 3.2.1 Meaning of eternal life (John 6:47; John 17:3)
- 3.2.2 Eternal life as a way of;
 - Holiness (1 Peter 1:13-16, 2 Peter 3:11)
 - faith (Mark 11:22-240)
 - joy (Luke 10:20, Philippians 4:4-60)
 - love (John 3:16; 15:13, 1 Peter 1:22)
 - hope (1 Thessalonians 4:13-18)
 - justice (2 Samuel 12:1-6, Psalms 82:3)
 - purposeful suffering (1 Peter 4:12-16, John 15:18-21, Acts 7:57-60, 8:1-13)

- 3.2.3 Living forever in love
(John 14:1-4, 18-21)
- 3.2.4 Traditional African beliefs on life
after death

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: FAITH AND WORK

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner
should be able to:

- a) state the meaning of faith and
work
- b) give reasons why he/she
should work
- c) explain how a Christian can
offer services to a neighbor
employer, church and nation
- d) describe causes of child labour
- e) explain what it means to be
committed to God's work
- f) describe how he/she can be
creative in life
- g) describe what is meant by self-
esteem
- h) desire to work
- i) appreciate work done by
others
- j) develop self-esteem in
himself/herself and others
- k) appreciate the work he/she can
do with the talents God has
given him/her

4.2 CONTENT

- 4.2.1 Meaning of faith and work
(Colossians 3:23, James 2:14-18)
- 4.2.2 Reasons for working;
(2 Thessalonians 3:6-10,
Acts 18:3)

- 4.2.3 Christian service to;
- neighbor (Luke 10:27)
- employer (Ephesians 6: 6-8)
- the church (Romans 12:9-21)
- the nation (Titus 3:8)
- 4.2.4 Causes of child labour
- 4.2.5 Child rights concerning child
labour (Ephesians 6:4)
- 4.2.6 Working for God;
- Commitment (Luke 9:23-26,
Romans 12:11, I Samuel 3:1)
- being creative
(1 Corinthians 12:4-7)
- developing self-esteem in
ourselves and others (Matthew
6:26, 2, Timothy 4:12)
- developing sense of
responsibility
(1 Peter 4:10-11)

SUB-THEME: THE TEACHINGS OF JESUS

UNIT 5.0: CHRISTIANS IN ACTION IN EDUCATION AND DEVELOPMENT

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner
should be able to:

- a) describe the contribution of
the early missionaries
- b) describe the activities of the
church in education
- c) name development projects of
the church
- d) describe the work of a
Christian training centre
- e) appreciate the contribution of
the church in education and
development
- f) desire to work together with
other Christians

5.2 CONTENT

- 5.2.1 The church in education;
- the early missionary contribution (Matthew 28:19-20)
 - the early church schools
 - formal and non formal education
 - special education (John 9:1-3)
 - youth education programmes (Ecclesiastes 12:1-5)
- 5.2.2 Church and development;
- in farming (Genesis 1:28, 31)
 - international involvement (2 Corinthians 8:1-4)
 - Christian training centre (2 Thessalonians 3:6-10)
 - i) rural
 - ii) industrial

SUB-THEME: THE TEACHINGS OF JESUS

UNIT 6.0: CRISTIANS IN ACTION IN HEALTH CARE AND SOCIAL WELFARE

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- describe the activities of the church in health care
- describe the work of the church in training the clergy and laity
- describe activities of the church in taking care of the social welfare of the needy
- explain the involvement of Christians in the church in Africa
- appreciate the contribution of the church in health care and social welfare
- desire to be an active Christian

6.2 CONTENT

- 6.2.1 Church and health care;
- training medical personnel (Mark 16:15-18, Luke 9:1-6)
 - mobile clinic service (Luke 9:6)
 - community health programmes (Luke 9:6)
- 6.2.2 Church in training;
- the clergy (Matthew 4:18-22, 2 Timothy 2:1-20)
 - the laity (Acts 6:1-6)
- 6.2.3 Church and social welfare (Acts 2:43-47; 4:32);
- care for the aged (Matthew 25:41-45)
 - care for the orphans (James 1:27)
 - relief services (1 Corinthians 16:1-3)
 - care for refugees (Matthew 25:35-36)
- 6.2.4 Christians working together (John 17:20-23)

TERM III

THEME: RELATIONSHIPS

SUB-THEME: NEIGHBOURS

UNIT 7.0: FRIENDSHIP AND LOVE

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- state what emotions are
- describe ways of coping with emotions
- explain how he /she can accept himself/herself and others
- describe ways of maintaining friendship
- state the activities he/she does happily with others

- f) state what he/she can do to contribute to a happy family
- g) state how parents contribute towards a happy home
- h) describe the effects of a good and bad relationships in the family
- i) describe how Jesus Christ is an example in loving family members
- j) desire to control his/her emotions
- k) accept himself/herself and others
- l) desire to develop true friendship
- m) desire to promote good relationships in the home
- n) appreciate the work of parents
- o) follow the example of Jesus Christ

7.2 CONTENT

- 7.2.1 Emotions;
 - what they are (1 Samuel 17:28-30; John 11:35)
 - how to cope with them (Ephesians 4:26-32)
- 7.2.2 How to accept ourselves and others (John 7:24, 1 Corinthians 13:4-7)
- 7.2.3 Friendship;
 - mutual respect (Galatians 5:13-15)
 - wanting the best for others (1 Corinthians 13:4-7)
 - tolerance and patience (Genesis 29:15-29)
- 7.2.4 Necessity of loyal, openness and trust (1 Samuel 20:1-23)
- 7.2.5 Sharing activities with others (Ecclesiasts 12:13, 14, Acts 2:46-47)
- 7.2.6 Contribution of parents in making a happy home (1 Samuel 2:18-19)
- 7.2.7 Contribution of children in making a happy home (Luke 2:51-52, Colossians 3:20)

- 7.2.8 Effects of good and bad relationships in the family (John 11:1-27, Luke 15:11-24, Ephesians 4:26)
- 7.2.9 Christ our example (Mark 15:1-15, 1 John 4:7-8)

SUB-THEME: DISCIPLESHP

UNIT 8.0: CIVIC RESPONSIBILITY

8.1 SPECIFIC OBJECTIVES

By the end the unit, the learner should be able to:

- a) state the meaning and purpose of authority in the society
- b) state ways of showing respect to people in authority
- c) explain how love, peace and unity help us to build a better society
- d) explain how he/she cares for personal and public property
- e) state the activities carried out during the harambee youth week
- f) explain how Christian festivals are celebrated
- g) explain ways in which Christians can help others learn how to read
- h) list activities in the community which Christians can do
- i) describe how national days are celebrated
- j) respected people in authority
- k) participate in nation building
- l) take care of his/her property and that of others
- m) thank God for the work of the church in community and nation building
- n) thank God for the nation

8.2 CONTENT

- 8.2.1 Meaning and purpose of authority (Luke 22:24-27)
- 8.2.2 Respect for people in authority (Titus 3:1, Romans 13:1-7)
- 8.2.3 Building of a better society through love, peace and unity (Romans 13:1-7,
- 8.2.4 Care for personal and public property (Exodus 20:13, 15, 17)
- 8.2.5 Activities of the harambee youth week (Ephesians 4:2, 15-16)
- 8.2.6 Christian obligation towards strangers (Matthew 25:35,38, 40, Hebrews 13:1-3)
- 8.2.7 Helping in literacy work (Proverbs 4:13)
- 8.2.8 Our role in community work (Philippians 2:1-5)
- 8.2.9 Celebrating the national days and Christian festivals (Leviticus 23:39-44)

SUB-THEME: CHRISTMAS

UNIT 9.0: GOD'S PURPOSE FOR EVERY CHILD

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state what his/her fear are
- b) explain how he/she can overcome fear
- c) describe what career he/she wishes to engage in, in adult life

- d) state the purpose of God for every child
- e) describe the life of Jesus Christ as a refuge in Egypt
- f) state what the hope of Jesus Christ were as a refugee in Egypt
- g) state what the hopes of Jesus Christ are for human kind
- h) give reasons why Jesus Christ was born
- i) state the different ways of celebrating Christmas
- j) rely on God to overcome fear
- k) appreciate their hope in God's promises
- l) thank God for Jesus Christ
- m) trust in God for the future

9.2 CONTENT

- 9.2.1 Our fears;
 - what they are (John 16: 16-21)
 - overcoming fear by relying on God (Isaiah 41:10, Psalms 34:4)
- 9.2.2 Careers in adult life (Ephesians 1:15-18)
- 9.2.3 Purpose of God for every child (Jeremiah 29:11, Philippians 2:13-15, 2 Timothy 1:7)
- 9.2.4 Jesus Christ as a refuge in Egypt (Matthew 2:13-14)
- 9.2.5 The hope of Jesus Christ for human kind (Luke 4:16-19)
- 9.2.6 Reasons for the birth of Jesus Christ (Matthew 1:21)
- 9.2.7 Ways of celebrating Christmas (Luke 2:8-20)

STANDARD EIGHT

TERM I

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: GOD'S HELP AND SELF-HELP

1.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe how the body is the temple of God
- b) name various drugs
- c) describe how each of the drugs is misused
- d) explain how alcohol is abused
- e) give the effects of drugs on the human body
- f) state types of sexual misuse and their effects
- g) explain the effects of misuse of the environment by human kind
- h) describe the traditional African community view on use and misuse of God's creation
- i) explain the Christian teaching on the use and misuse of God's creation
- j) desire to live a holy life
- k) respect his/her body
- l) conserve the environment
- m) appreciate his/her body
- n) appreciate the environment
- o) avoid taking drugs

1.2 CONTENT

1.2.1 The body is the temple of God
Romans 12:1-3, 1 Corinthians 6:13, 19-20

1.2.2 Various drugs and how they are abused (Ephesians 5:18)

1.2.3 Effects of drugs on human body (Genesis 9:24)

1.2.3 Sexual misuse (Romans 1:24-27, 1 Corinthians 6:9-11, Galatians 5:19);

- prostitution (Hosea 2:5-7, Exodus 20:14, 2 Samuel 11:2-15, John 4:16)
- homo sexuality (Leviticus 18:22; 20:13, Romans 1:24-27)
- rape (Genesis 9:24)
- incest (1 Corinthians 5:1-21)
- adultery (2 Samuel 11:2-15, Exodus 20:14)
- fornication

1.2.5 Effects of sexual misuse (Deuteronomy 28:20-22);

- STIs
- HIV and AIDS
- early pregnancy
- school drop-outs
- early marriages
- death
- abortion
- guilt
- stress

1.2.6 Misuse of natural resources;

- cutting trees
- mining
- pollution

1.2.7 View of traditional African society on use and misuse of God's creation

1.2.8 Christian teaching on use and misuse of God's creation (Genesis 1:11, 12, 26-29, Psalms 8:6-8)

1.2.9 How to respond to the misuse of God's creation (Psalms 104: 16-17)

SUB-THEME: THE BIBLE

UNIT 2.0: CHRISTIANITY AND TRADITIONAL AFRICAN HERITAGE

2.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) narrate stories of creation in traditional African communities
- b) state how the unborn, the living the living-dead and the ancestors are related to each other
- c) describe how each of the drugs is misused
- d) explain how alcohol is abused
- e) give the effects of drugs on the human body
- f) state some ways in which African people responded to the creator
- g) explain how reconciliation with God was done in traditional African society
- h) describe similarities and differences between Christianity and traditional African customs and beliefs
- i) desire to protect life
- j) appreciate various concepts of God
- k) appreciate spiritual life of African people

2.2 CONTENT

- 2.2.1 African stories of creation (Genesis 1:4-13,27)
- 2.2.2 Relationship between the unborn, the living, the living dead and the ancestors (Matthew 1:1-17,
- 2.2.3 Difference between continuity of life in African tradition and Christianity (1 Thessalonians 4:4-17, 1 Corinthians 15)

- 2.2.4 Respect for the life of the born and the unborn (Psalm 139:13-16)
- 2.2.5 Concepts of God in traditional African society and Christianity (John 1:3; 6:35; 8:12; 4:6; 15:5, Matthew 6:9)
- 2.2.6 Response to God in traditional African society (Isaiah 1:18-20; 9:6-7, Jeremiah 31:28-31)
- 2.2.7 Ways of reconciling with God in traditional African society
- 2.2.8 Similarities between Christianity and traditional African beliefs and customs (Hebrew 1:1, Matthew 5:17, Exodus 34:10-28)
- 2.2.9 Differences between Christianity and traditional beliefs and customs (Exodus 20:3-5, Hebrews 10:8-10)

SUB-THEME: EASTER

UNIT 3.0: JESUS CHRIST'S VICTORY OVER PAIN AND SUFFERING

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) list causes of suffering
- b) mention types of suffering
- c) explain various kinds of physical suffering
- d) identify various kinds of mental suffering
- e) state various kinds of emotional suffering
- f) explain reasons for Jesus Christ's suffering
- g) describe how Christians can triumph over pain through the help of the Holy Spirit
- h) list some purpose of suffering
- i) mention kinds of suffering that Christians undergo today
- j) appreciate that pain and suffering have a purpose
- k) strive to prevent suffering
- l) appreciate the leading power of the Holy Spirit

- m) appreciate that by sharing in the sufferings of Christ, he/she will share in His resurrection
- n) pray for Christians undergoing suffering
- o) be ready to suffer for Jesus Christ

3.2 CONTENT

- 3.2.1 Causes of suffering
(John 9:1-5, Luke 5:17-26)
- 3.2.2 Pain and suffering;
(John 19:1-3; Mark 5:1-10, Luke 16:19-21, Job 2:1-10)
 - mental
 - physical
 - emotional
- 3.2.3 Jesus Christ triumphs over pain and suffering (1 Peter 2:6-21, Isaiah 53:3-5; 20:1-10, Luke 23:26-49; 24:1-12)
- 3.2.4 Purpose of suffering
(1 Peter 3:18-22; 4:12-19)
- 3.2.5 Martyrdom
(Act 7:54-60, 12:1-5)
- 3.2.6 Christian suffering today
(2 Corinthians 1:5)

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: LIVING THE CHRISTIAN FAITH

4.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of prayer
- b) explain how prayers can be made in private and public
- c) state the different response given by God in our prayers
- d) explain the difference between prayer and magic

- e) state the importance of self-denial in relation to serving others
- f) state the importance of having a living faith
- g) describe the relationship between prayer and fasting
- h) appreciate that God answers prayers
- i) appreciate fasting as a means of bringing one near to God
- j) desire to serve God and fellow human beings
- k) live the Christian faith

4.2 CONTENT

- 4.2.1 Prayer
(John 17:21, Acts 3:1, Luke 18:9-14);
 - meaning
 - private and public
(Luke 5:15, 16, Acts 2:40-42)
 - answers to prayers (John 15:7, 1 Samuel 28:1-20)
- 4.2.2 Difference between prayers and magic (Acts 8:9-13, 13, 18-22)
- 4.2.3 Relationship between fasting and prayer (Matthew 6:16-18)
- 4.2.4 Self denial in services to others
(Mark 8:34-35)
- 4.2.5 Faith in daily action
(Romans 12:1-2, Hebrews 11:1-3, 8-12)
- 4.2.6 Meaning of a living faith
(James 2:14-17; 5:16)

TERM II

THEME: RESPONSE

SUB-THEME: THE TEACHING OF JESUS

UNIT 5.0: SOCIAL PROBLEMS AND CHRISTIAN VALUES

5.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state ways in which one can practice justice
- b) explain the importance of fairness in his/her daily life
- c) give reasons why a Christian should be honest
- d) describe effects of corruption in the society
- e) explain how nepotism destroys good relationship
- f) explain what happens when resources are mismanaged
- g) apply Christian value in his/her life
- h) avoid corruption, injustices and nepotism
- i) desire to apply Christian principles in his/her life
- j) use Christian values when dealing with social problems

5.2 CONTENT

- 5.2.1 Christian values (Amos 5:10-11; 14-15);
- justice (Jeremiah 22:3, Micah 7:2-4, Amos 8:4-6, James 5:1-6)
 - fairness (Genesis 37:25-36, John 8:2-11)
 - honesty (Proverbs 12:17)
 - integrity (2Kings 5:20-27, Ecclesiastes 7:7, Proverbs 10:10 Matthew 22:16)

- 5.2.2 Social problems;
- nepotism (Matthew 12:46-50, Mark 10:35-37)
 - tribalism (John 4:5-10)
 - corruption (Luke 19:1-10)
 - mismanagement of resources (1 Corinthians 3:16-17)
 - i) natural
 - ii) human
- 5.2.3 Upholding Christian values in our lives (Ephesians 4:15)

SUB-THEME: PENTECOST

UNIT 6.0: JESUS FREES AND COMMANDS

6.1 SPECIFIC OBJECTIVES

By the end the unit, the learner should be able to:

- a) state how he/she makes use of personal freedom
- b) explain how Jesus Christ showed His obedience of God
- c) describe how Jesus Christ showed His loyalty to His father
- d) explain how Jesus Christ reacted to Jewish authority
- e) state ways in which he/ she reacts to authority
- f) describe how he/she relates to parents and the community
- g) explain the teachings of Jesus Christ on freedom
- h) desire to achieve true freedom
- i) express loyalty to the state
- j) respect his/her parents

6.2 CONTENT

- 6.2.1 Meaning of Christian freedom (Galatians 5:1, 13)
- 6.2.2 Jesus Christ shows His obedience to God (Luke 22:46-49)
- 6.2.3 Jesus Christ's reaction towards freedom (John 8:31-34)
- 6.2.4 Jesus Christ's respect for authority (Matthew 22:15-22; 23:1-3)

- 6.2.5 Personal freedom in relation to;
- ourselves (1Corinthians 6:12; 8:9-13, 1 Peter 2:16)
 - authority (Titus 3:1-2)
 - parents (Luke 2:51-52)
 - community
- 6.2.6 Loyalty to the state (Romans 13:1)

TERM III

THEME: RELATIONSHIPS

SUB-THEME: NEIGHBOURS

UNIT 7.0: THE FAMILY AND MARRIAGE

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the different types of families
- b) state the factor considered when choosing a marriage partner
- c) state factor to consider when getting married
- d) mention advantages of a Christian marriage
- e) describe the essential needs of a family
- f) discuss what undermines a good marriage relationship
- g) state qualities of a good parent
- h) list the qualities of a good child
- i) state the traditional African view of love and marriage
- j) explain the Christian teaching on love and marriage
- k) appreciate his/her family structure
- l) desire to form good relationships in the family
- m) appreciate his/her parents
- n) portray good behaviour

- o) appreciate the Christian teaching on the marriage

7.2 CONTENT

- 7.2.1 Types of families (Ephesians 5:31-33);
- nuclear
 - extended
- 7.2.2 Factors to consider when choosing a marriage partner (Proverbs 19:14, 31 Matthew 1:18-25)
- 7.2.3 Marriage; (Genesis 2:18-24)
- benefits of a Christian marriage (Mark 10:9)
 - factors to consider when getting married (Genesis 24:1-19)
 - essential needs of family
 - obstacles to a good marriage
 - traditional African view on love and marriage
 - traditional African view on love and marriage
 - Christian teaching on love and marriage (Matthew 19:1-12; Ephesians 5:22, 28, 1Corinthians 7; 13:4-7)
- 7.2.4 Qualities of a good parent (Psalm 127:3, Matthew 19:13-14, Proverbs 6:6-11; 9:18; 29:17)
- 7.2.5 Qualities of a good child (Ephesians 6:1-3)

UNIT 8.0: RESPONDING TO CHRIST'S CALL

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of discipleship
- b) describe the teachings of Jesus Christ on discipleship
- c) explain how loving one another demonstrates discipleship

- d) state the importance of loving others
- e) explain the place of wealth in Christian discipleship
- f) list ways in which wealth is misused in Christian discipleship today
- g) distinguish between the work of an evangelist and a witness
- h) desire to be disciples of Jesus Christ
- i) serve others willingly
- j) deny himself /herself for the sake of Jesus Christ
- k) love other people
- l) appreciate the work of evangelists and witnesses in the church today

8.2 CONTENT

- 8.2.1 Meaning of discipleship (Acts 28:16-20, Matthew 4:18, Luke 9:1-9, Acts 7:54-60)
- teachings of Jesus Christ on discipleship (Matthew 5:44, Luke 9:57-62)
 - abiding in the vine (John 15:7, Romans 8:1)
 - loving one another (John 3:16, 1 Corinthians 13:1; 1 John 2:11)
 - serving one another (John 13:4-5, 14)
 - denying oneself (Mark 8:24)
 - the place of wealth in Christian discipleship today (Proverbs 30:8-9, Mark 10:17-22)
 - misuse of wealth in Christian discipleship today (Micah 3:5, 11)
- 8.2.2 Role of evangelists and witnesses (Matthew 28:19-20, Act 1:8, Ephesians 4:11-12)

SUB-THEME: CHRISTMAS

SUB-THEME: DISCIPLESHIP

UNIT 9.0: LEISURE

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning of leisure
- b) state different kinds of leisure
- c) list leisure activities in traditional African society and in modern society
- d) describe the importance of leisure in his/her personal growth
- e) explain the importance of leisure in a family
- f) describe the use of leisure in cultural development
- g) name Christian activities they can do during leisure
- i) write down the destructive elements in some leisure activities
- j) state the difference between leisure and unemployment
- k) discuss how to make proper use of leisure time
- l) appreciate leisure
- m) desire to make proper use of time for leisure
- n) avoid destruction leisure
- o) appreciate the importance of leisure in a family
- p) desire to develop certain skills during their leisure
- q) vary leisure activities.

9.2 CONTENT

- 9.2.1 Meaning of leisure
(Ecclesiastes 3:1-8)
- 9.2.2 Leisure today and in traditional
African communities
- 9.2.3 Uses of leisure;
 - for personal growth
(1 Samuel 16:23)
 - to be with the family
 - for cultural development
- 9.2.4 Christian activities during leisure
(Genesis 2:1-2, Exodus 20:8-11,
Luke 1:39-45)
- 9.2.5 Misuse of leisure
(Genesis 9:20-25)
- 9.2.6 Leisure and unemployment
(2 Thessalonians 3:6-12)

LOWER PRIMARY – STANDARD 1-3

SUGGESTED TEACHING /LEARNING EXPERIENCES

- 1. Singing
- 2. Question and answer
- 3. Role-play
- 4. Practical work
- 5. Story-telling
- 6. Chanting
- 7. Drawing
- 8. Miming
- 9. Recitation
- 10. Nature walk
- 11. Modelling
- 12. Imitation

RATIONALE

The learners at this stage understand more from what they see and do than what they hear. The question and answer method provokes the learners thinking and encourages them to participate in the lesson. Learners are active and creative that will keep them alert. Their attention span is also low therefore, they need activities that are simple and enjoyed to keep them busy.

SUGGESTED TEACHING /LEARNING RESOURCES

- 1. The Good News Bible
- 2. Charts
- 3. Pictures
- 4. Clay/plasticine
- 5. Flash cards
- 6. Post cards /letters
- 7. Real objects (A cross) models
- 8. Paper
- 9. Drawing tools
- 10. Models
- 11. Resource and persons

RATIONALE

To make the lesson explanations clear and easy to understand

SUGGESTED ASSESSMENT METHODS

- 1. Oral questions
- 2. Observation

At this stage learners should not be subjected to rigorous assessment activities.

UPPER PRIMARY 4-8

SUGGESTED TEACHING/ LEARNING EXPERIENCES

- 1. Singing
- 2. Nature walk
- 3. Story telling
- 4. Group discussion
- 5. Dramatization
- 6. Drawing
- 7. Role play
- 8. Question and answer
- 9. Recitation
- 10. Visits
- 11. Field trips
- 12. Mining
- 13. Practical work
- 14. Project
- 15. Reading
- 16. Exposition

RATIONALE

- The learners at this stage have acquired enough vocabulary to allow for expression through group discussion
- They have also acquired a reasonable amount of writing and reading skills.
- The learners are more adventurous and therefore would like to interact more with the environment warranting nature walks, field trips and visits.
- they are able to remember what is learnt and can apply theoretical knowledge in real life situations
- The learners are more creative and can explore this creativity through drawing, dramatization, role play, singing.
- They have developed a high sense of responsibility to allow for projects, and practical work.
- The experiences enable the teacher to vary teaching methods in order to make learning more interesting
- Learners are mature enough to join high school and so exposition method of teaching prepares them for the next level.

SUGGESTED TEACHING /LEARNING RESOURCES

1. The Good News Bible
2. Real objects
3. Pictures
4. Charts
5. Drawing tools
6. Paper
7. Resource persons
8. Hymn Books
9. Posters
10. Newspaper cuttings
11. Glue /paste
12. Flash cards
13. Rulers
14. Cutting tools
15. Roll of papers

16. Working tools
17. Toys
18. Musical instruments
19. Games equipment

NOTE:

Teachers are free to improvise learning resources according to the local needs of the teaching /learning process.

SUGGESTED ASSESSMENT METHODS

1. Written questions
2. Oral questions
3. Observation
4. Checklists
5. Projects

RATIONALE

- Enables learners to practically apply knowledge and attitudes gained to class.
- Learners are able to participate actively in the teaching/learning process
- The encourage self initiative in the teaching /learning process
- Encourages inter-disciplinary approach in learning